A Multi-Purpose Household Questionnaire:
Basic Economic and Demographic Modules

Deborah Freedman and Eva Mueller

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Preface

The increasing academic and policy interest in the determinants of fertility and human capital formation throughout this decade has brought with it a growing awareness of the inadequacy of available data to explore empirically many of the relationships hypothesized to be crucial. There is too little of it, and much of what exists has been collected by national statistical offices with limited research purposes in mind. In any case, data are often available to researchers only in the form of published tabulations; and the little data collected for research purposes is often the result of surveys specifically designed to test hypotheses of importance to an individual researcher, or at last confined to the interests of those who work within a particular discipline. For example, fertility surveys have been the province of demographers; very few collected detailed economic information.

At the same time, the opportunities for changing the situation are considerable. Researchers have become more conscious of the complexity and interrelated nature of household decisions about fertility, seeking work, accepting educational opportunities, and so on; and they are therefore more aware of each others′ needs. A multi-purpose survey should be not only less costly than two or more single-purpose surveys covering the same topic, due to shared overhead, staff continuity and economy of use, and efficiency through experience, but it should also be more useful by showing the relations among several areas of socio-economic behavior. The growing interest of many agencies in monitoring and evaluating the impact of individual investment projects has meant that the collection of household economic data is likely to become more common. In the World Bank, the Population and Human Resources Division has for several years been receiving requests for assistance with surveys and questionnaire design that it has been ill-equipped to meet. In USAID, similar interest has been expressed and similar opportunities have been arising. So after discussions between staff members with rather similar responsibilities in the two agencies, it was agreed that it would be valuable to develop survey instruments that could be made available to researchers and project monitors, which would both assist them in the design of their own survey instruments and encourage them to broaden their own data collection into fields that were not the principal subject of the survey, to the benefit of other researchers.

Since the Bank and AID had such similar concerns, it was agreed that the two agencies would join to invite consultants to develop a survey instrument or set of instruments. Professor Eva Mueller, of the University of Michigan, who had worked for many years collecting and analyzing household survey data, both in the United States and in developing countries, on a variety of topics including fertility and income, in a wide range of settings, and who had previously been a consultant to both agencies, was an obvious choice for the work. Professor Deborah Freedman, also of the University of Michigan, and who also had considerable experience with economic-demographic surveys, agreed to extend their previous collaboration on the design of questionnaire modules which they had undertaken for the World Fertility Survey.

It was agreed that the two consultants would prepare both a multi-purpose questionnaire of modular design and a series of explanatory notes to facilitate its use. Some of its components, or "submodules"--in particular, the household roster, and possibly that on income--, would be used in virtually all surveys; others might be dropped in favor of questions of special interest to the sponsor of the survey. The "Multipurpose Household Questionnaire: Basic Economic and Demographic Modules" is the major product of this research project. In addition, the idea of preparing some other longer "modules" (as opposed to submodules), has been kept under consideration. These would be designed to collect more extensive, detailed data on a particular topic, such as migration. Use of a module would entirely replace its short version (or submodule), in the questionnaire; and, at the cost of other submodules or a longer series of interviews, would add a great deal of information.

A draft of one such module on the topic of employment and time use has been prepared and is being revised by the consultants at present. We hope to publish it as part of this questionnaire series when available.

As the instructions with the questionnaire make clear, it will need pretesting and adapting to all local circumstances. Nevertheless, we believe it is of considerable potential value as an aid to survey design to all in the Bank, USAID, and elsewhere, who embark on the difficult, time-consuming, and expensive but essential task of collecting household data.

Timothy King
World Bank

James A. Brown, Jr.
United States Agency for
International Development

Acknowledgements

The work of many people went into the refinement and testing of our questionnaire, and due to their thoughtfulness and experience, many problems that our readers might have encountered in its use have been eased in advance.

Readers in the World Bank and the United States Agency for International Development (USAID) offered suggestions for its improvement on two drafts; without this time-consuming effort on their part, our work would have been limited to our own experience. But through them, we have been able to produce a document which reflects a great deal of survey field experience in developing countries, and we are truly grateful.

Pretests were carried out in three countries during the summer of 1976, with our direct participation in only one. In Bangladesh, the Bangladesh Institute of Development Studies directed by Dr. Monowar Hossain, conducted a pretest, and extensive comments were sent to us for consideration. In Botswana, the Central Statistics Office under the direction of Phopi Nteta generously allowed some of its interviewers to assist our consultant, Claes Norrlof, as he field-tested the questionnaire. Mr. Norrlof's field observations were a tremendous help to us, not only as we undertook our planning for a pretest in Guatemala, but also as we revised the questionnaire following the pretests. The Instituto de Nutricion de Central America y Panama (INCAP), Division of Human Development, under the direction of Dr. Robert Kline was kind enough to allow the staff of its Rural Development Office to conduct a pretest with our participation. Dr. W. Timothy Farrell, chief of the office, and the interviewing staff of the Institute conducted the training and fieldwork with a competence which only comes from both a knowledge of the theories invoked and a backlog of field experience. They pursued our needs with insight, ability, and great kindness. We are deeply indebted to each member of the Division of Human Development staff for their participation and concern. Without the efforts of each individual who worked on the pretests, the questionnaire would remain an untried suggestion; instead, we now know well its good and bad points and have some confidence it will be of use to other researchers.

Drs. Timothy King of the World Bank and James A. Brown, Jr., of USAID were the guiding mentors of the project, having originally conceived of the need for such an instrument; and we thank them for allowing us to pursue this research interest. They, along with Bonnie Newlon of the World Bank, were helpful in soliciting readers for the drafts, commenting themselves, and administering the research project.

Carol Clark and Roberta Barnes of the University of Michigan assisted in the research and preparation of the drafts of the questionnaire--and more than assistants, they were co-authors of much of the work.

Carol Crawford of the University of Michigan provided editorial and typing assistance on the drafts. Her layout of the questionnaire made a workable field instrument of our many questions.

A Note to Bank Users: Planning for Analysis

This package provides guidance in selection of materials to be included in a proposed questionnaire. Once the content has been decided upon, it is desirable to go over the entire questionnaire both as a functional entity, and in detail, to help ensure that it will support the analysis that is anticipated.

Staff of the Computing Activities Department are able to provide such assistance, both in regard to statistical issues that may arise, and in preparation for computation in the analysis stage. Their assistance can prove valuable even if processing is to proceed manually.

In general it is prudent to solicit help from Computing Activities as early in the planning as possible.

Examples of domains that need consideration and where assistance can be obtained include:

- Organization of questionnaire structure to facilitate analysis

- Incorporation of adequate identification

- Incorporation of checks for internal consistency and for consistency with outside data sources

- Choice of variables

- Recording of actual values, or precoding into categories

- Choice of numeric or non-numeric responses

- Choice of units of measurement

- Use of constant or current monetary units

- Provision of "other" and "no response" categories, as appropriate, and those different to "zero"

- Planning for computation

  - Choice of programs

  - Organization of the questionnaire document to facilitate transfer of data to machine readable form; use of the document itself as a "coding form"

  - Choice of means of transferring data from the field to headquarters, from one computing center to another

Leonard M. Steinberg

INTRODUCTION

Many economists in LDC who need data to analyze economic problems lack knowledge of and experience with survey techniques. Other researchers, who are familiar with survey work often are not knowledgeable about the kinds of data economists need to test their hypotheses. This report is intended to assist both groups--by providing question modules designed to obtain quality data on important economic variables, and additionally, to provide essential background information about the objectives, techniques and pitfalls of collecting economic survey data in LDC.

Purpose of the Questionnaire

Economic household surveys may have many foci; they might concentrate, among other things, on employment, income, family expenditures, nutrition or health. This report will not attempt to develop questionnaire modules for full-scale surveys focusing on any particular economic variable. Instead it will present a number of small question sub-modules, each dealing with a specific economic variable, and together called "A Multi-purpose Household Questionnaire." As a unit, it collects a limited but central core of data about the household, including demographic, sociological, and economic measures deemed basic for most economic analyses. Each of the sub-modules would provide a starting point for researchers planning an extensive survey in their particular area, but this is not their primary purpose. Instead, the package, or part of it, is designed as an add-on to all kinds of economic surveys, regardless of their specific mission. Its purpose is to enhance the usefulness of specialized surveys to economists interested in testing hypotheses relating to the economics of human resource development in LDC. For research purposes which do not involve testing hypotheses of a highly complex nature, the questionnaire will still provide a useful core of data on interrelationships among the more important human resources variables.

The "Multi-purpose Household Questionnaire" consists of the following: (A) a household roster which obtains a listing of the household members, their familial interrelationships, education, and some basic demographic characteristics. It may also include some rudimentary data on migration and employment (if the respective sub-modules are not being used). Further included in the questionnaire are four short sub-modules of questions to obtain key variables in each of the following areas: (B) occupation and employment, (C) fertility and child mortality, (D) migration, (E) household income and assets. Finally there are two appendices. Appendix I is an extended version of the employment sub-module and Appendix II an extended version of the fertility sub-module, to be used by those who want to analyze these topics in more detail.

The sub-modules are intended as additions to surveys which have as their principle purpose the collection of data other than those with which the particular sub-module is concerned. The scope of the sub-modules is necessarily limited so that they do not absorb too much interviewing time. Still, within the time constraint they are designed to obtain the most pertinent measures of each variable. By addition of the sub-modules, surveys with more

limited objectives can be broadened into multi-purpose surveys. For example, a survey whose principle focus is employment could, by including a few migration questions, be used to analyze the relationship of employment differentials to migration, a problem of considerable importance in LDC. Similarly, the addition of a few well chosen fertility questions to an income or consumer expenditure survey can provide useful data on the interrelationship between economic status and fertility at a minimum of additional cost.

Each of the sub-modules is accompanied by an introductory discussion which explains the objectives of the sub-module and methodological problems involved in meeting these objectives. Each sub-module is followed by a series of question notes to provide guidance in utilizing the sub-modlue. The question notes, if adapted to a local situation and the educational preparation of the interviewers, could serve as a first approximation of a set of enumerator instructions.

Adaptation of "A Multipurpose Household Questionnaire" to a Particular Locality

The variables which are most central to economic analysis do not vary from culture to culture. Yet they may take different forms in different places. Cattle may be indicative of wealth in one area, a spacious well-built house in another, brass (as opposed to clay) vessels in a third, a tractor in a fourth, and a watch and a bicycle in a fifth, etc. Women are economically as active as men in some cultures, only minimally active in others. Young women migrate by themselves before marriage in some countries but not in others. Consensual unions are common in some countries; in others it would be embarassing to ask fertility questions of unmarried women. The questionnaire must be modified to reflect such local differences.

While the questionnaire is designed to be as universally relevant as possible, no prototype module can be equally suitable for all localities. The amount of adaptation necessary will depend on the primary purpose of the survey to which the module is attached and the characteristics of the culture and geographic area in which the survey is being conducted.

There may be societies in which some of the questions are culturally unacceptable. For example, some cultures are sensitive to any mention of death; some consider it dangerous to talk about certain forms of savings, and in others so few people are married that it is not a good idea to inquire about age of marriage. In these cases one question or another may have to be omitted.

The question notes which accompany the sub-modules call attention to question sequences which are likely to be culture-bound. It suffices here to urge users of the questionnaire to consult anthropologists and other social scientists about possible modifications of the questionnaire. It also should be emphasized that a pre-test must be conducted so that any difficulties may come to light before the questionnaire is put into the field. For the pre-test, a wide spectrum of respondents should be used--rural and urban, rich and poor, belonging to large and small families, representing a variety of occupations and educational levels. Likewise, it would be a mistake to use only

the best interviewers in the pre-test. The less able ones will have more difficulties, permitting weaknesses in the questionnaire and in interviewer instructions to emerge.

Finally, a comment about language is needed. Not only the content of the questionnaire but also the language must be adapted to the local culture. The translation of the questionnaire is very important and should be oriented in lingo, style, and word usage toward the less educated segment of the group being interviewed (i.e., those who might have the greatest difficulty understanding the questions). The best way to insure a translation which faithfully reflects the meaning of the original prototype is a sequential translation process, first from the English into the local language, and then translated back into English by another person. This process ideally should be repeated several times until it is clear that the intent of the original question remains intact in the translation. Again, the pretest may play an important role in identifying ambiguities in the translation or identifying language which is not sufficiently colloquial to be commonly understood.

Unit of Analysis

When adding sub-modules to a planned survey, the researcher must recognize and accept the constraints imposed by the basic survey design. One such constraint is the unit of analysis selected for the basic survey. The sampling plan for a survey will usually consist of designated housing units, with a household roster serving to collect information on all persons comprising the household. For many purposes, such as a consumption survey, the household may be the appropriate analysis unit. For others, such as a fertility survey, the family group would be the relevant unit. For still other purposes, the researcher might want to identify spending units, that is, to disregard those members of the household who do not share their income. For human resources analysis it is often important to look at individuals grouped by certain characteristics (age, fertility status, migration status, etc.) rather than households. The sub-modules which follow intentionally put more emphasis on eliciting information about each and every member of the household than is commonly the case in economic surveys.

Selection of Respondent

Interrelated with the designation of the appropriate unit of analysis is the selection of a suitable respondent. The questionnaire may be attached to a survey directed to the head of the family or the chief earner, usually a male, (such as an income or employment survey), or to a survey directed to the wife of the head (say, in the case of a fertility or consumption survey). The information on the household roster is limited to facts which should be obtainable from the designated survey respondent, whether head or wife. The employment, fertility, and migration information is needed separately for each relevant member of the household. In most situations the head or his wife can provide these data fairly accurately for themselves and (less accurately) for other members of their household. Some difficulty may arise when it is desired to add the income sub-module to a fertility or consumption survey where

the wife of the head is the principal respondent, since in some cultures the wife is not a suitable person to answer questions about family income. Ideally all information about each person should be obtained from that individual, while the information about income and assets should usually come from the household head. (In societies, such as parts of Africa, where husbands and wives keep separate incomes, the income questions need to be asked of both.) In some LDC the whole household may be readily available, making it practical to interview several household members about their employment, migration, or fertility. In the latter situation it may be necessary to modify or scale down the sub-modules to elicit only information which the designated respondent can supply. For example, such modifications might include restricting the question coverage to fewer persons in the household (such as with the employment questions), or eliminating particularly troublesome questions (such as some of the income items).

Special caution must be observed with respect to the few attitudinal questions which are included in the modules. Respondents can furnish valid information only with regard to their own attitudes and should not be asked about the attitudes of other persons.

The interviewer should be given clear guidelines, suitable to the particular situation, about respondent selection for various parts of the questionnaire. Further, the interviewer should not be given too much leeway in the choice of respondents. Once the sample has been selected and the decision regarding the appropriate respondent(s) made in the light of basic survey objectives and local conditions, any arbitrary substitution in the field could bias the survey results. Children or servants are <u>not</u> appropriate respondents, except possibly for questions which pertain to them personally, i.e., their own age, employment, education, etc.

Interviewer Training

The questionnaire has been pre-tested in several LDC with a wide spectrum of respondents and interviewers. The quality of the data collection depended much more on the quality of interviewer training than on the education or sophistication of respondents. Good written interviewer instructions are very useful, but one cannot normally assume that all enumerators will fully understand, remember, or indeed read the instructions. Role playing in the office, i.e., letting enumerators interview each other and asking other interviewers to criticize the performance also is of some value. The most successful method of training, however, is "learning by doing." Enumerators should be sent into the field to take trial interviews; afterwards the trial interviews should be read carefully by the supervisory and analysis staff pointing out errors, omissions, inconsistencies, implausible answers, and the like. In such a person-to-person discussion, interviewers usually are willing to raise problems and to ask questions. This process should be repeated until the enumerators have mastered the material in the questionnaire. Only those interviewers who have completed several good quality trial interviews are ready for field work.

Instructing Interviewers in the Use of the Questionnaire

This document is not intended as a textbook or handbook which deals with the methodological and operational aspects of the actual planning and execution of household surveys. The reader who needs guidance in these areas is referred to the United Nations Handbook of Household Surveys. 1/

The point that needs to be emphasized most in training is that the questions should be asked exactly as they appear in the questionnaire. The interviewers should be instructed to read the questions in their entirety to respondents and should not be permitted to rephrase the questions in the field. If questions are modified by the interviewer, difference in answers between survey respondents may reflect question differences rather than differences in the economic, social and demographic situation of respondents or in their attitudes. The questions are enclosed in quotes to signify precisely what should be asked of respondents. Precoded answers should be read to respondents only if they are enclosed in quotes. Otherwise the question should be treated as an open-ended one. Occasionally there is a question in which an interviewer is either asked to insert a word based on the answer to a previous question (e.g., Q. 8 in the Household Roster) or to choose a word such as "he" or "she" depending on the sex of the respondent. The places where this will be necessary should be pointed out to interviewers during the training sessions, and the techniques for asking such questions should be practiced before interviewers go into the field.

Though the interviewer instructions are not particularly complicated, the pre-tests showed that they can confuse interviewers who are not completely familiar with the format. For this reason training should explicitly cover the following points. Instructions to the interviewers appear in bold-face type and should not be read out loud. It is the utmost importance to teach interviewers to read instructions to him/herself and to follow the directions exactly as given so that questions are not repeated or omitted. Some instructions indicate who the appropriate respondents are for a particular section (e.g., the age or sex of those to whom the question is applicable). Others indicate which question to go to next. If, for example, the instructions after the answer given by the respondent to Q.6 say "SKIP TO Q. 9," then after placing the appropriate code in the column to the right of this question the interviewer will not ask questions 7 & 8 but will proceed to Q. 9. Occasionally arrows are used to indicate "SKIP TO" instructions. In all cases a code should appear in the appropriate column to the right of every question that is to be asked. Where the question is to be skipped for a particular person, nothing will appear in the column under that person's name for that particular question.

In all modules except the Household Roster the interviewer should ask the complete series of questions in that section for one person before repeating the questions in the module for the next household member. This

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1/ United Nations, Handbook of Household Surveys, Studies in Methods, Series F, No. 10, United Nations, New York, 1964, pp. 115-60.

alleviates the confusion that occurs when different "SKIP" instructions apply to the various household members whose employment and demographic circumstances are different.

Finally, the importance of environmental cues and probing should be emphasized in training. Experience with the pre-tests showed that respondents often forget such income-producing activities as keeping several hens for egg production or working a small family garden. Interviewers should be urged to look around the home and yard for clues as to all sorts of economic activity that may be occurring but which have been forgotten by the respondent either because it takes a small amount of time or because it results in income in kind only. Interviewers should be reminded that they should not hesitate to ask politely about possible omissions and to probe further where inconsistencies in responses appear to be present.

The questionnaire as shown here has room for only 3 household members. This is insufficient for most households. Users of this module are advised to print the questions on double-spread pages so as to allow room for additional household members. A sample lay-out is shown on pp. 7-8. In the pre-test some interviewers found it bothersome to copy the name of household members on every page of the questionnaire. Yet if the name is not copied, the interviewer must refer back continually to the household roster for person name and number. Therefore, we suggest that every interviewer be given a card which allows him/her to list the person number, name and age of each household member. The format might look as follows:

Person Number:	1	2	3	4	5	6	7	8
Name:								
Age:								

Use of such a card would alleviate the necessity of continually looking back to the household roster.

ASK FOR ALL PERSONS 12 AND OVER

Identification Page

Any survey instrument should be preceeded by some type of identification page. This serves as a summary sheet for recording details of the interview itself and as such, can be as general or specific as the survey designer deems necessary. Typically the following type of information may be found on the identification page: title of the survey; sponsoring group or agency; date of project; name of the interviewer; interviewer number; respondent's name and address; location census tract number or sample block; rural or urban location; date of interview; season of the year; length of interview; interviewing problems, such as refusals, unoccupied dwellings, absentees, re-contact visits; other interviewer comments; names of editors, coders, key punchers, etc. Clearly this list is not exhaustive but can be expanded or contracted to meet the researchers' needs. In general the amount of detail desired on the identification page can be decided after considering the characteristics of the locality, sampling design, and the complexity of editing and coding required.

The following identification page is intended merely to be illustrative of the type of information typically recorded.

Institute of Family Planning
Health Department
Study 64
June 1969

Interview No.

1969
Economic Correlates of Fertility Survey

Respondent: ____________ Address: ____________ City/County ____________ Township / District / City

Head of Household: ____________ Village ____________ Subdivision ____________ Rd./St.

Respondent's wife: ____________ Sec. ____________ Lane ____________ No.

Length of Interview: Hour ________ Min. ____________

Record of Calls

Call No.	Date of Interview					Interviewed	Moved out	Contacted after 4 visits	Refused	Other (Specify)	Name of Interviewer
	Yr.	Mon.	Day	Hr.	Min.						
1											
2											
3											
4											
5											

Editor ____________ Date: Yr. ________ Mon. ________ Day ________

Income Editor: ____________ Date: Yr. ________ Mon. ________ Day ________

Coder: ____________ Date: Yr. ________ Mon. ________ Day ________

Length of the Questionnaire

While the questionnaire is limited to essential information for economic analysis, it is quite long. Sometimes the researcher may be interested in only two or three sub-modules; in that case, interviewing time is less of a problem. If the researcher is interested in all the submodules, the interview may be quite lengthy. This would be particularly true if the main inquiry to which the questionnaire is attached were also lengthy. The pre-tests indicated that the average time required for the questionnaire is about two hours. It requires less time for very small families and more time for very large families. The pre-tests also suggested that length of interviewing time declines as interviewers become more familiar with the questionnaire.

If adequate financial and interviewer resources are available, it may be wise to make a separate visit to households previously interviewed in the main inquiry for the purpose of collecting the complementary information in the questionnaire. This would be preferable to shortening the questionnaire. The questionnaire has been reviewed by a number of economists and other social scientists to assure that it obtains high priority information. Even minor omissions will reduce its value for some analytical purposes.

If the questionnaire has nonetheless to be shortened, how can this be done with the least damage? It is not possible to make a recommendation that fits all situations. If the main inquiry deals with a topic included in the questionnaire such as Fertility, Income, or Migration, the questionnaire will automatically be shortened, since that particular sub-module could be omitted. Where this is not the case, it may be necessary to omit one of the sub-modules, selecting that which is least pertinent to the main inquiry. For example, if the main inquiry to which the questionnaire is attached deals with nutrition, consumption, or health, the migration sub-module will be less useful for analysis purposes than the income, employment or fertility sequence.

The other alternative, when it is necessary to shorten interviewing time, is to delete questions selectively from the various sub-modules throughout the questionnaire. Which questions are the most logical candidates for deletion depends on the economic characteristics and problems of the country as well as the subject of the main inquiry. The following suggestions for deletions should be considered with this caveat in mind.

A. Household Roster

All questions in the Household Roster are essential, and this sub-module should always be used in full.

B. Employment

This sub-module might be shortened by omitting questions 3, 3a, 4, 11 and 12 in the Adult module and Q.3 in the Children's module. However, these questions are very valuable to researchers interested in labor utilization.

C. Fertility and Child Mortality

Questions 6, 8, 8a, and 9b have lower priority than the others in this sub-module.

D. Migration

If necessary, questions 3a and 5e - h could be deleted.

E. Household Characteristics, Assets and Income

Asset and income questions are two alternative ways of obtaining information on the economic status of the household. Since both assets and income are difficult to measure, the two approaches complement one another. However, if the questionnaire must be shortened either the assets sequence (Q.'s 3-9 and 11-19) or the income sequence (Q.'s 20-31) might be sacrificed. This would be particularly advisable if respondents in the country in question were either unwilling or unable to give asset or income information. Alternatively, this sub-module might be shortened by omitting questions 9, 12, 31, and 32-35.

Finally, it should be repeated that <u>any</u> cut in the questionnaire reduces its analytical possiblities to some extent.

A. HOUSEHOLD ROSTER

The household roster fulfills several purposes. First, it provides a listing of household members required to identify those persons who are to be interviewed. Second, the listing of household members helps to demarcate the unit of analysis, i.e., which persons living in the dwelling unit are to be included in the study and which are to be excluded. Third, family composition and characteristics are of interest in their own right for economic analysis. The household roster provides data on such household characteristics as age, marital status, and educational status. Fourth, if the employment sub-module is not used, it provides an opportunity to identify all household members who have done market work, paid or unpaid, during the last year. This can facilitate the collection of complete income data in the main survey document, if such is desired.

There are a number of issues which must be considered in the design and use of a household roster:

1. Identification of the household. The interviewer will be given certain addresses (sample dwelling units) which he/she has to visit. Usually there will be one household per address, but occasionally there may be more than one. The interviewer has to determine how many households there are at an address and who are the members of each household. Interviewers should be instructed in advance how many interviews to take when there are several households in a sample dwelling unit (such as in a large compound or a house with two or more apartments). It is also important to define for the interviewer precisely how to identify a household. The research goals of the survey will determine the appropriate definition of the "household." For example, one common definition of "household" is those persons who live together and eat together regularly, but for economic analysis a more restrictive concept may be more appropriate, namely, to consider the "household" as including only persons who share income and expenses. Similarly, the household concept sometimes is restricted to persons related by blood, marriage, or adoption. However, for economic analysis a better concept may be an "economic unit" in which friends or servants who regularly share in the household's work and consumption and also live and eat regularly with the family are viewed as part of the household.

Because the nature of the household does vary considerably across countries, a precise definition can be developed only by considering the social structure and type of living arrangements found in the survey area. In some parts of the world households are difficult to demarcate. Families that are related to each other may have close economic ties without living under one roof or eating together, i.e., they may jointly cultivate a piece of land, operate a business and/or help each other financially in major ways. Where there is polygamy or polyandry (and even where there is not), husbands and wives may maintain separate dwellings and/or separate finances. Related family units may live in the same compound but may or may not eat together, work together, or share income. Consultation with knowledgeable persons,

particularly anthropologists, should be helpful in arriving at a definition of household appropriate to the area in question as well as the research objectives. Discussions with local officials or survey experts who have faced these same problems might point to a solution. As a rule of thumb, a meaningful unit for economic analysis is one which:

(a) lives in close proximity
(b) shares a kitchen and food
(c) shares at least a major part of income and expenses.

Once the definition of household is conceptualized, care must be taken to convey it fully to the interviewers. One useful approach is to provide examples of living arrangements which the interviewer is likely to encounter and to specify for each case which individuals would be considered household members in light of the established household definition. Such explicit directions are needed both to avoid interviewer confusion and to ensure the collection of consistent, reliable data.

2. Who should be listed. Two different bases for determining household membership can be utilized. One, a *de jure* basis, lists all persons who *usually* reside in that household. Thus persons temporarily absent are listed, while temporary guests found there at the date of enumeration are omitted. The alternative, a *de facto* basis, lists all (and only) those persons residing there at the time of the interview. The U.S. Census utilizes a *de jure* basis for household surveys and for most economic analyses this would seem conceptually the most appropriate household definition. However, the use of the *de jure* basis does raise some problems since its definition of household member is more judgmental than the *de facto* basis and requires more careful training of the enumerators.

Basically, the difficulty hinges on how to conceptualize the term "usual," that is whether the proper time orientation is the present or the near past. Other problems arise over how to handle new but permanent additions to the household, such as recently born babies or new brides, with similar problems arising with recently deceased persons. An economic survey might list as household members all persons in residence in the household during a specified portion of the past year (say, 6 months or more), since presumably they were responsible for income generation and spending patterns in the household during that year. This is the approach chosen here. However, data collection problems preclude consistent use of this approach. For instance, collecting information about recently deceased persons can be both difficult and delicate. Similarly, interviews with persons who have moved away recently are rarely feasible and second-hand reports may be inaccurate with regard to factual data and are impossible for attitudinal information. For general ease of interviewing a present orientation is utilized here in the sense that new brides or babies are included, even though they may not have been members of the household during major portions of the past year, while those who died or moved out are not considered members of the household.

3. Completeness of listing. It is crucial to get a complete listing of household members. This is not an easy job, espcially in LDC where housing units are crowded and living arrangements complicated. A recommended procedure would be to start by asking for a listing of all persons who usually live in the household, both by name and relationship to the head of the household. These should be listed name by name and in a specified order, as follows:

(1) Head of household
(2) Wife of head
(3) Unmarried children, oldest first
(4) Married children and their families. Each family is to be grouped together, with precedence given to the oldest married children
(5) Other relatives of head, again grouped by families
(6) Persons not related to the head

Head of household: This is the person considered the head by the rest of the household, whose name is given when the question, "Who is the head of the household?" is asked. It usually is the chief earner, but may not be so. An elderly man whose married or unmarried children share his home may be considered the head, even though he earns little or nothing at the time of the survey. For economic surveys it may be desirable to designate the chief earner rather than the head as the principal respondent. If two brothers work together on a family farm or in a family business, the older brother would be the "head" or "chief earner."

Other household members: When listed across the page in the order specified above, these entries should show (a) the name of the person, (b) how the person is related to the head, and (c) how they are related to each other, if at all. Examples of suitable descriptions of household members are:

Wife of head
Daughter of head
Son of head's brother
Granddaughter or grandson of head: listed as "child of head"s son (person name and #); if neither parent is in household, indicate this fact

Mother or father of head
Sister or brother of head
Wife of head's oldest son
Lodger, servant, or friend

If persons unrelated to the head are related to each other, the listing should make this clear: e.g., servant, servant's wife, servant's daughter. Persons known to be visitors should be listed last. When relationship is filled in, it is not sufficient to write "visitor" but the added information on whether the visitor is related to a family member is needed as well.

For fertility analysis it is particularly important to list all children in such a way as to know the parents to which they belong. That is why grandchildren are listed as "child of head's second son ____________" and the person number appropriate to that son is given. Family relationships can become very complicated in an extended family so the listing of household members should be as precise and detailed as needed to effectively sort out familial relationships.

For the purposes of this section, persons who work as servants belong to the household in which they sleep most of the time. Thus, a servant who spends the week-end with his/her own family and lives with his/her employer during the week is a member of the employer's household. He/she would be a member of his/her family's household only if he/she lived at home during most of the year. The income of a servant listed as a member of his employer's household will not be included in the income module of this questionnaire since to do so would double count this household's income. The income of a servant who lives with his/her own family belongs to that family.

4. Reference period. In this section and throughout the questionnaire by far the most common time period referred to is the past 12 months, sometimes stated as the past year. There may be reasons why the survey director may want to change this to the past calendar year or to the past agricultural year. For example, if the survey is done in February, it may be more convenient to take the last calendar year instead. If it is taken in a rural area a month after harvest time, it may be more convenient to use the agricultural year instead. The project director can decide what is more appropriate. It is important, though, that all questions in the interview refer to the same 12-month period and that all interviewers are carefully instructed to use identical 12-month periods.

A. Household Roster

ASK FOR ALL PERSONS

Q. #	Roster Number		
	1	2	3
1) "First, I would like to know how many people usually live here and eat together in this household, counting all *adults, children,* and *infants.* Please tell me who they are." **Enter names in columns at right. One name per column starting with head.**			
2) "What is the relationship of this person to the head of the household?" **Enter relationship of each household member in box below his name**			

Probes -- "Just to make sure I have a complete listing":

a. "Are there any persons who usually lived here and ate with you during the past year but are away temporarily for some reason?" **(If YES, continue entering names and relationship to head in successive columns to the right of questions 1 & 2 above.)**

b. "Are there any other people such as children, infants, servants and their families, or lodgers who were with you during most of the past year and have not yet been mentioned?" **(If YES, continue entering names and relationship to head in successive columns to the right of questions 1 & 2 above.)**

c. "Are theee any visitors or friends who were living and eating with you for 6 months or more who we have not included?" **(If YES, continue entering names and relationship to head in successive columns to the right of questions 1 & 2 above.)**

3) "Is this person a . . . (1) Male (2) Female ?"			
4) "How long was he/she present in this household during the past 12 months . . . (1) Less than 6 months (2) 6 months (3) More than 6 months ?"			
5) "In what year was he/she born ?"			
"What was his/her age at last birthday?"			

ASK FOR ALL PERSONS 5 AND OVER

Person Number (from Roster)			
Name			
6) "Is he/she able to read, for example, a newspaper ?"			
a. "Has he/she ever been to school ?" (0) No (1) Yes Go to Q. 7			
b. "Is he/she presently in school ?" (0) No (1) Yes			
c. "What was the highest level of year of schooling he/she completed ?" (1) Informal or religious schooling (2) Attended school but did not complete any grade (3) Some primary--at least one grade completed (4) Completed primary schooling (5) Vocational, technical training (post primary) (6) Some years of secondary schooling (7) Completed secondary schooling (8) Vocational, technical training (post secondary) (9) Attended University or other academic institution (10) Completed University (11) Other (Specify)			

AGE FOR ALL PERSONS 12 AND OVER

Person Number (from Roster)			
Name			
7) "Was he/she ever married?" (0) No (1) Yes			
a. "Is he/she now . . . (1) Married (2) Widowed (3) Divorced (4) Separated?"			
b. "What was his/her age at first marriage?"			

Instructions: If migration module is being used, eliminate question (8) from roster. If employment module is being used, eliminate question (9) from roster. If both modules are used, eliminate both (8) and (9).*

8) "How long has he/she lived continuously in (name of city/town/village)?" (1) Less than a year (2) 1–2 years (3) 3–4 years (4) 5–9 years (5) 10 years or over, but not always (6) All his/her life			
a. "Where did he/she live before coming to this place? Was it a . . . (1) City (2) A smaller town (3) Or a village or rural area?"			
b. "In what (region/province/or state) did he/she live most of the time while growing up?" **Specify**			
Go to Q. 9			

*If employment and/or migration modules are limited to HEAD or other selected members of the household, ask Q's 8 and 9 for other members.

ASK FOR ALL PERSONS 12 AND OVER

Person Number (from Roster)			
Name			
9) a. "What did he/she do most of the time during the *past* 12 months? Was he/she . . . (1) Doing work that contributed to household income, either money or other benefits -- **Go to Q. 9c** (2) In School (3) Doing housework and/or taking care of children (4) Looking for work, but unable to find work; unemployed (5) Retired, chronically ill (6) Doing something else ?" **(Specify)** **Enter one answer only**			
b. "Besides *(activity mentioned above)* some people also work. At any time during the past 12 months, did he/she work for pay or other benefits ?" (0) No -- **Go to next person or next section** (1) Yes			
c. "Was this work done . . . (1) On own farm or family business (2) For employer only (3) Or both ?"			
d. "What kind of work did he/she do most of the time ?" **List main occupation**			

Question Notes: Household Roster

Procedure for listing--Q. 1 - Q. 2: Begin by listing by name everyone who is regarded as normally being a member of this household (whether or not away from home) and anyone who has lived there at least six of the last 12 months. At the same time, list this person's relationship to HEAD. After having asked questions 1 and 2 probe further by using probes a-c below questions 1 and 2. People who have been there only part of the year are easily omitted as are long-term visitors and servants. For example, a nephew who had lived with the household for the past nine months but who has a family elsewhere would be included here as a household member (unless he was in school). Members of the family who work as servants and live elsewhere with their employer should be counted as members of the household only if they resided more time in the past year in the household than in their employer's house. An upper limit on the length of time that a member can have been away and still be counted as a member of the household will be necessary. We suggest an upper limit of six months to absences. For example, a husband who has lived and worked away from the household for exactly six months and who is still considered by others in the household as being a member would be listed in the Household Roster. If he has been away for seven months, he would no longer be considered a member of the household for the purposes of this survey; and thus, would not be listed here. Exceptions to the six-month rule are students living away from home and members of the Armed Forces.

Length of residence--Q. 4: After having recorded a list of residents, ask how long each person has lived in the household. The response to this question can later be used to filter out those who have been listed mistakenly in the Household Roster, i.e., those who lived in the household too short a period (less than six months) to be pertinent for particular economic analysis.

Age--Q. 5: Obtaining accurate age reports is difficult in many LDC because the respondent may not know even his own age, much less the age of other household members. 1/ The required degree of accuracy for age data depends on the nature of the study; fairly precise age data are necessary for studies of fertility and mortality but a lesser degree of accuracy can be tolerated for many economic analyses. Still, care should be taken to maximize the accuracy of age reporting. Pretesting suggests that some people know the date when they were born but not how old they are. Others know how old they are but not their birth date. We have, therefore, shown both questions in the questionnaire. Ideally, interviewers would ask both, and one would serve as a check for the other. This would improve the accuracy of the age reports and would encourage the respondent to give more thought to the question. If the survey director is convinced that in a particular country one of the questions does not tap information available to the respondent, then it could be deleted. In countries utilizing the animal calendar, a check question about the animal year of birth is desirable. In some situations, a well known national occurrence might be used as a reference point. In fact, in

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1/ There is also the problem of "age-heaping"--a tendency for people to report ages ending with 0 or 5.

some countries enumerators have been furnished with a prepared historical calendar to aid recall for the respondents. Sometimes it may be helpful to try to relate the age of a person to that of some other family member whose age is known. For example, if there is a woman whose age is not known but who has a son aged 30, the interviewer may ask how old she was when she had that son. The respondent should be encouraged to consult family records if available. Note that the desired figure is completed years of age, so a child who is 5 1/2 years of age is recorded as 5 years old. In some populations it may be impossible to collect information on exact age. In that case, the only alternative may be to estimate ages in broad groups. 1/

Education--Q. 6: Only rudimentary questions on education can be collected in the household roster. In many LDC, a substantial proportion of the population will have received no formal education. Four education questions are suggested for the household roster. The first is a simple literacy question asking whether the person is able to read a short item, for example, in a newspaper. Since many people may be self-educated, information on formal schooling alone may not be a sufficient indicator of educational attainment. Ideally one would like to have the respondent actually attempt to read a short passage in order to properly answer this question, but this is not advisable in a short question sequence.

The next group of questions elicits information on school attendance. The first asks if the individual has ever been to school. If the answer is yes, it goes on to ask the highest level of schooling completed and whether they are currently attending school. The question about current school attendance should be restricted to persons below an appropriate maximum age. Current school attendance includes children on vacation who expect to attend when school resumes. If the survey interviewing occurs when schools are generally closed either for vacation or any other reasons, the question might be re-worded to ensure the understanding that school attendance when it is in session is what is desired.

The emphasis in Q. 6c. is on completed years of schooling rather than number of years attended. Attendance does not ensure completion; therefore, it is best to rely on completed years as a measure of educational attainment. Careful instructions should be provided for the enumerator where educational institutions are not uniform throughout the survey area. The responses indicated in the questionnaire are merely suggestions. They may have to be reworded so that the categories are appropriate to the organization of the school system of a particular survey country. If educational levels are low in a country, the scale should allow for detail at the lower end. If almost everyone finishes primary school, there should be more detail at the upper end. Unless the levels of schooling are unambiguous, it is best to substitute the number of years of schooling completed for the type of schooling completed to increase comparability across types of schools.

1/ For a discussion of the causes of inaccuracies in age data and a discussion of collection problems, see Handbook of Population Census Methods, United Nations, Series F. No. 5, Rev. 1, Vol. 1, pp. 107 and 111, and Vol. III, pp. 3-6.

If uncertainty remains over how to code a certain type of education an "Other" category is provided with instructions to SPECIFY. In all cases, a SPECIFY notation calls for the interviewer to jot down the respondent's remarks during the interview so that the response can be coded later. This procedure introduces a degree of flexibility because not all responses can be anticipated and pre-coded. At the same time, one does not want to "lose" valuable information by simply ignoring non-conforming responses. It is important that these explanatory remarks be noted in the column specific to the individual to whom the remarks apply. That is, notes about individuals entered randomly on the page will be of no use later because it will be unclear to whom the remarks refer.

While the education of the head may be the single most important piece of information regarding education for purposes of economic analysis, the education of other family members is often needed. For example, an educated son may influence the agricultural methods used on a farm or the technology employed in a family business. For fertility analysis the education of the wife may be essential as well as the schooling currently being given to children in the household. For migration and employment analysis the education of every adult is of interest. Since the questionnaire is intended to serve the purposes of many users, it is essential that some education information be obtained for <u>every</u> member of the household (over 5 years).

<u>Marital Status--Q. 7</u>: This question should be restricted to persons of some minimum age, to be determined with reference to marital patterns in the country in question. Three questions on marital status are of interest--whether the person has ever been married, current marital status, and age at first marriage. The most commonly used categories for marital status in national censuses are (1) never married, (2) widowed, not remarried, (3) divorced, not remarried, (4) currently married, including common-law or consensual marriages where prevalent. A category for "separated" is less commonly used. 1/ In this scheme, current marital status takes precedence over past status. For example, a widow who is currently re-married is coded as M, a divorced person currently re-married is coded as M, etc. Please note that where somebody has been married more than once, we are interested in age at first marriage.

Modification of this classification may be required to take account of special situations, found in the particular culture. To varying degrees marital statuses ranging from legal to free unions may co-exist within the survey area. Various types of unions would include common-law or consensual marriage, concubinage, polygamy, polyandry, and inherited widows. Thus a range of socially acceptable unions may be encountered. A check with a local census official would be helpful in broadening or sub-classifying the category "married" in the questionnaire and giving meaningful instructions to the interviewer.

1/ Separated in this context means living apart from a spouse because of marital discord; it does not include couples living apart because the husband is in the Armed Forces, working in a different city, or for similar reasons.

Migration--Q. 8: Three questions to measure migration status should be included in the household roster if the longer migration sub-module (D) is not feasible (or is feasible only for one or two household members). Otherwise the migration questions should be deleted, since they appear again in sub-module D. Needless to say, the migration sub-module elicits more information and should be asked of all adults in the household whenever possible. The migration questions need not be asked of children, since they usually move as part of a family group. However, the age at which children move on their own does vary between countries, so the age range to which Q. 8 is applicable should be adjusted accordingly.

First, a question on how long the person has lived continuously in this village/town/city will separate the migrants from the permanent residents. It is important that the respondent understand that it is residence in the locality and not the dwelling unit which is at issue. Moving from one part of town to another or from the inner city to the suburbs is not considered a move. Continuous residence is specified because some persons may have returned to this place after a stay somewhere else. Return urban-rural migration is a common pattern in many LDC. Absence of a year or more means that residence was not continuous.

If the respondent indicates that he or she has lived elsewhere, a question on previous place or residence is asked. The designation of former residence by name may prove confusing since a number of towns may have the same name. Information on whether the previous place of residence was a village or rural area, a town, or a city at the time of residence is more useful for economic analysis.

Lastly, for those who have not lived in this place all their lives, a question on place of origin is asked. Region, province, or state is specified according to local methods of delineating areas. Birthplace is purposely not asked because it may not always coincide with the place where a person lived during his formative years, i.e., when he was "growing up." Since the place where a person grew up may be more indicative of background characteristics than birthplace, it is more valuable for most research needs to ask the question in this manner.

Employment--Q. 9: The employment questions in the roster are to be used only when the longer employment sub-module is not feasible (or is feasible only for some members of the household). The importance of getting adequate employment data cannot be emphasized sufficiently. Employment is a major determinant of income level and income distribution; it is likely to have a bearing on migration decisions as well as being affected by migration status; employment of women and children may help to explain fertility. If the survey obtains income data, questions about everyone's work activities are useful for keeping track of various sources of income. For all these reasons every effort should be made to include the full employment sub-module (B) in the survey. If this is not feasible, Q. 9 will provide at least a bare minimum of employment information.

For the sake of consistency with the migration questions in the roster, it is suggested that the employment questions be asked of all persons aged 12 and over. However, in some countries children work earlier, and the age limit should be lowered.

The reference period for employment data should be the past year. Current status, that is, working status on the day, week, or month of the survey, may be misleading in an LDC because much work is seasonal in nature and frequent changes in type of work are not uncommon.

It should be emphasized that "work" is a complex term in the context of a developing economy. Throughout this questionnaire "work" will mean an economically productive activity--that is an activity which contributes to the national product. The product of the activity can be intended for own consumption or for consumption by others. Thus work will include paid labor (whether paid in cash, in kind, or by other benefits such as food, housing, goods or services) as well as unpaid labor for own or family enterprise. In the latter case it is often difficult to untangle market activities from household activities--that is, activities which do not contribute to GNP. Typical market activities would include: planting; weeding; picking of crops for sale or processing; making farm or business equipment and implements; care of non-household animals; hunting; fishing; gathering of foodstuffs or fuel; helping customers in a store, restaurant, or other business; making items for sale or trade; and making or preparing items for use in activities mentioned above. "Work" would <u>not</u> include cleaning and/or repairing one's own house, caring for one's own children, gathering firewood for use by one's own household or fetching one's own water from the well. However, if these activities were performed for another household in exchange for money or other goods and services, they would be considered "work." Finally, leisure activities are not included in work. The researcher should give clear instructions to the interviewer as to the work status of specific activities in advance of the field work considering the type of area under study and the kinds of productive activity going on there. It is important that the concept of work be well-understood so that data from different interviews is comparable.

Three questions are asked in an attempt to establish whether this person performed any activities which contributed to the national product. Since the first question is interested solely in the individual's <u>primary</u> activity (that activity to which he/she devoted most of his/her time), only one answer is to be specified. Knowing an individual's primary activity is a good clue as to how productive, in an economic sense, that person is. Students, retirees, or housewives are not likely to work a large number of hours but they may well perform some economic tasks.

For women, children, and possibly some others, market work (including unpaid work on a family farm or in a family business) may be a secondary activity. Q. 9b attempts to discover if people who said work was not their primary activity did engage in some economically productive activity.

Q. 9c is asked of all respondents who indicated that they did some work in order to determine whether the work was done on own or family account or was done for an employer, or whether they did both. Work on own farm or business are easily understood. "Work for an employer" includes work for anyone else--a small employer, business firm or other institution in the formal or informal sector, including government employment and service in the Armed Forces.

Finally Q. 9d is a brief question on the respondent's main occupation. See the write-up of Q. 6 in the Adult Employment Module for a description of the issues relating to the occupation question.

B. ADULT EMPLOYMENT SUB-MODULES

There are two employment sub-modules, one for adults, the other for children. They are similar, but the adult module is more complete. The employment questions should be addressed to each household member aged 8 or over individually. A brief overview of the economic research objectives which underlie these modules is in order.

First, the economist is interested in the amount of employment which a person has rather than some arbitrarily defined dichotomy such as being or not being in the "labor force," or being employed vs. being unemployed. Since in LDC, work rarely fits into the pattern of a standard work week of 40 hours (or 48), the question to ask is not whether a person worked but how much he/she worked. This is the relevant question for the self-employed as well as people who are employed intermittently, or make a living by doing more than one job. It is also the relevant question for women and children, who seldom work full-time. The amount of employment is best measured in terms of time (weeks, days, hours, etc.). One advantage of a time measure is that it can be summed across individuals to obtain an estimate for the household as a whole. The difficulty is that people may not recall work time accurately when their work pattern is irregular. However, any approximation to time worked is more valuable than merely knowing whether a person did or did not work an arbitrarily specified minimum number of hours.

Second, the reference period in which the economist is interested is a year. Data for shorter periods are affected by the accidents of seasonal employment variations. Moreover, income data usually cover the past year, and employment data should relate to the same period so that the influence of employment patterns on income can be studies. Although work is a salient aspect of people's lives, it is difficult for those with irregular work patterns to recall their employment experience over an entire year. Accuracy would be improved if the same family could be interviewed several times during a year; but presumably the questionnaire will be used with one-shot surveys. 1/ Thus we must recognize that the data on amount of annual employment indicate only the rough amounts.

Third, for economic analysis we are interested in the kind of work a person does, i.e., occupation and employment status (self-employment vs. working for others). In a longer module industry should also be obtained; it is omitted here in the interest of brevity. Occupation or a description of the person's usual activity will usually indicate whether the person is employed in the modern sector or in more traditional pursuits.

Fourth, pay rates of employed family members are useful for income analysis, for identifying work of low productivity, for measuring the economic benefits of education, for an analysis of the economic consequences of migration, and for estimating the economic value of children. In the case of

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1/ Incidentally, surveys normally ask about the past year's income although this is not easier to recall than the past year's employment. Indeed, the two are interrelated.

women, information about pay rates helps to explain how families choose between market work and additional children. Pay rates can be obtained only for wage and salary workers; where family members jointly operate a farm or business, the contribution of each individual to the income of the enterprise cannot be reported by respondents. Income information will be obtained in the income sub-module.

Fifth, it is desirable to know something about the adequacy and dependability of the major source of employment. That is, we need to find out whether a family relies on its farm or business for an adequate income, or supplements this income by other kinds of work; whether individual family members depend on one fairly steady job or scrape together a living by taking secondary jobs.

For the women it is important to inquire specifically about work done at home and work done away from home. In the first place, work done at home may be overlooked unless the women are asked about it. Secondly, work at home is generally regarded as more compatible with childcare than work away from home--an important element in fertility decisions. For both men and women work at home may be less "modernizing" than work away from home. It is easier to inquire about place of work from men and women than to have a different questionnaire form for males and females.

If at all possible the appropriate employment questions should be asked for all family members 8 years or over. If some family members are omitted, it is no longer possible to estimate the amount of work input by the family as a whole. To be sure, work done by the head and other adults is of primary importance; but if one wants to understand the anatomy of the labor market and of income distribution, work done by women and children cannot be disregarded. Information on work by women and children also is essential for the analysis of fertility decisions and to a lesser extent, migration decisions. Work by young people has a particularly important bearing on their migration patterns. In brief, if the employment questions are limited to only the head and/or his wife, the usefulness of the survey for economic analysis is substantially reduced.

The decision to ask no employment questions for children under 8, minimal information for children 8 and 9, more for children 10-14, and the full sequence for those 15 or over is of course somewhat arbitrary. These age divisions may be modified according to circumstances in the area under study.

Ideally, one would like to interview each family member 8 years or older personally about his or her own employment. If that is not feasible, the major respondent--head or wife--may have to supply the information for others. If he or she is unable to do this, some compromise may be worked out. For example, the head may know about the work of his sons, the wife about her own and that of her daughters. In a joint family, the key member of each sub-unit may have to be interviewed (i.e., each brother may be asked about himself, his wife, and children). The particular compromise which is most suitable depends on the kind of population being interviewed, and has

to be decided on a survey-by-survey basis. The pretests suggested that in most households husbands and wives are quite well informed about the work of other household members. If absolutely necessary, the employment questions may be shortened, or asked only about head and wife. In the latter case however, the employment questions in the roster should be asked about all other household members aged 8 and over. Whatever decision is made on the basis of a pretest, the interviewers should be given clear instructions as to who may serve as respondent and follow these instructions consistently.

* * * *

A questionnaire for obtaining more detailed employment data is provided in Appendix I.

B. Adult Employment

Select all individuals 15 years or older from the household roster. Indicate person number (roster -- top row) and name (roster -- row 2)

Person Number (from Roster)			
Name			
1) "What did he/she do most of the time during the *past* 12 months ? Was he/she (1) Doing work that contributed to household income, either money or other benefits -- **Skip to Q. 4** (2) Looking for work, but unable to find work; unemployed (3) In school **(If young person)** (4) Doing housework and/or taking care of children **(If woman or child)** (5) Retired, chronically ill (6) Doing something else" **(specify)** **Enter one answer only**			
2) "Besides *(activity mentioned above)* some people also work. At any time during the past 12 months, did he/she work for pay or other benefits ?" (1) Yes -- **Skip to Q. 4** (0) No			
a. "Did he/she work as a family helper at any time during the past year, for example, helping the family on a farm, with a business, caring for a garden or for animals, or making things for sale ?" (0) No -- **Go to Q. 3** (1) Yes -- **Skip to Q. 4**			

Person Number (from Roster)			
Name			
Ask only of those people who have not worked: 3) "Would he/she have liked to have worked if the right kind of work had been available?" (1) Yes -- **Go to Q. 3a** (2) Maybe; Uncertain -- **Go to Q. 3a** (0) No -- **Go to next person or next section**			
a. "What were the main reasons he/she did not work?" (1) Inability to find suitable work; unemployment (2) Age (too young; too old) (3) Husband/father disapproves; social customs (4) Poor health; disability (5) Busy with housework (6) Busy with children; no suit–able childcare available (7) In school (8) Other **(Specify)** **Enter as many as applicable** **Go to next person or to next section**			
4) "Thinking of all the work he/she did last year, was it done mostly at home or mostly away from home?" (1) Mostly at home; adjacent to home (2) Mostly away from home (3) Both; uncertain which predominated			
5) "Thinking of all the work he/she did last year, was this work done . . . (1) On own farm or business–**Ask Q. 6, then skip to Q. 8** (2) For employer only -- **Ask Q. 7, then ask Q. 8** (3) Or both?" -- **Ask Q. 6 and Q. 7, then Q. 8**			

Person Number (from Roster)			
Name			
Ask of persons who worked on own farm or business 6) "When he/she was working on his/her own farm or business what kind of work did he/she do?" **Interviewer: Record main occupation**			
Ask of persons who worked for employer 7) "When he/she was employed by others during the last year what kind of work was he/she doing most of the time?" **Interviewer: Record main occupation**			
a.* "How much money was he/she paid when he/she was doing this kind of work?"	_____ per amount _____ pay period	_____ per amount _____ pay period	_____ per amount _____ pay period
b.* "Did (does) he/she receive any other benefits such as meals, agricultural products, housing, or the like on this job?" (0) No -- **Skip to Q. 8** (1) Yes			
"Considering all benefits other than money he/she received during the year, how much would this have cost if it had been purchased?" **Specify money amount**	_____ per amount _____ pay period	_____ per amount _____ pay period	_____ per amount _____ pay period
8) "In addition to their principal job some people have an extra or second job. Did he/she have an extra or second job with an employer at any time during the past 12 months?" (0) No -- **Go to Q. 9** (1) Yes -- **Go to Q. 8a**			
a. "Did (does) he/she have an extra job . . . (1) All year (2) Most of the year (3) Only for a short time?"			

*Delete if Qs. 24 to 29 in Income Module (pp. 75–76) are asked.

Person Number (from Roster)			
Name			
9) "Considering all jobs, how many weeks during the last 12 months was he/she not working at all, neither part–time nor full–time (aside from paid va–cations)?" **Specify number of weeks not working at all** **If four weeks or more entered here, Go to Q. 9a otherwise Go to Q. 10**	__ #weeks	__ #weeks	__ #weeks
a. "What were the reasons why he/she did not work during these weeks ?" (1) Illness (2) Vacation; festivals, holidays (3) In school (4) Seasonal lull in work (5) No work available; unemployment-- no mention of seasonal factors (6) Looking for job; between jobs (7) Busy with housework; children (8) Other **(Specify)** **Enter as many as applicable**			
10) "How many hours did he/she work last week, counting all jobs ?" **Specify number**	__ #hours	__ #hours	__ #hours
a. "In weeks when he/she was working during the last 12 months did he/she usually work *(cite hours mentioned above)* hours, or what was his/her *usual* working time ?"	__ #hours per week ☐ can't say; large variations	__ #hours per week ☐ can't say; large variations	__ #hours per week ☐ can't say: large variations
11) "For him/her which months usually are the *most busy* during the year ?" **Specify names of months and Go to Q. 11a. If no busy period, enter not applicable (NA) and Go to Q. 12**	______ ______ ______	______ ______ ______	______ ______ ______
a. "About how many hours per week does he/she work during this most busy period ?"	__ #hours	__ #hours	__ #hours

Person Number (from Roster)			
Name			
12) "For him/her which months usually are the *least busy* during the year?" **Specify names of months and go to Q. 12a if no least busy period, enter not applicable (NA) and go to next person or next section**	____ ____ ____	____ ____ ____	____ ____ ____
a. "About how many hours per week does he/she work during this least busy period?"	__ #hours	__ #hours	__ #hours

Go to next person or next section

Question Notes: Employment

The interviewer may follow either of two sequences:

(1) By topic--Ask employment questions about each relevant household member in turn; then ask fertility questions for all adult women in turn; then ask migration questions for all adults in turn.

(2) By person--Inquire about first male's employment, followed immediately by his migration. Then proceed to second male and cover both areas, etc., for all males. Next, start with first female and ask employment, fertility and migration questions consecutively. Then do the same for the second female, etc. If one respondent provides the information for all household members, it does not matter which method is used, but the procedure adopted should be used consistently to avoid omissions. If several household members serve as respondents, method (2) is clearly preferable.

Q. 1: This question is designed to get the primary activity of the respondent during the past 12 months. The primary activity is the activity to which he/she devoted most time. Knowledge of primary activity is a good clue as to how productive a person is likely to be (e.g., students and retirees generally are not expected to work a great deal). Several coded choices are read to the respondent, but he is to pick only one answer.

The choices to be read to the respondent are, for the most part, self-explanatory. Work and employment as used in this module will be defined as in the household roster to include all activity which contributes to GNP. Work that contributes to household income is defined to include work for payments in cash and/or kind. It is important that the respondent understand that such benefits as meals, goods, (for example, a share of the harvest), free rent, etc., are also to be considered income since in some sectors of the economy this may be a common means of payment. If work remunerated in this fashion were neglected, an inaccurate representation of the labor market would result.

The category "In School" includes all education situations in which the individual must pay to participate or in which he receives no payment. An apprenticeship would be considered "school" if no benefits such as tips, room and board, or wages were attached to the position. If some payment is received, it would be "Work that Contributed to Household Income."

Doing housework and caring for children have been combined since these activities are often carried on concurrently. This answer is to be read only to women and children unless it is customary in a particular region or culture for other individuals (e.g., elderly men) to care for the children.

If after reading the codes which apply to the respondent, he/she insists he/she has done several of the enumerated activities, further probing will be necessary to determine which activity occupied most of the respondent's time. It might be of value to have a pre-established set of priorities to

assist the interviewer on this question. For example, if after probing, the respondent still insists he/she spends the same amount of time at two of the activities (e.g., taking care of children and doing work that contributed to household income), then an interviewer might be instructed beforehand to give priority to "doing work that contributed to household income." Finally, it should be emphasized in training that interviewers should proceed to Q. 2 for cases in which the respondent gives answers fitting into code categories "2-6." They should skip to Q. 4 if response category "1" is designated.

Q. 2: The fact that an individual's primary activity may be something other than market work is not sufficient information to infer that he/she was not engaged in market work. For example, a person who is primarily a housewife may also help on a farm or in the family business or make such things as baskets or processed foods for sale in the market. Similarly a child whose primary activity is attending school may work on the family farm or in the family business or sell goods and services in the market outside school hours or during vacations. Q. 2 makes a direct determination as to whether the person did any productive or market-type work during the last year. Emphasis here is on any work. If the respondent did as little as six days of work (not necessarily continuous) in the last year, then data on this should be obtained. Two functions are served by this question. First, in the case in which an adult does no productive work of any kind, he is skipped out of this section after a final question on the reason he did no work. Second, by enumerating all the different types of productive activities the respondent is encouraged to review all the activities he/she was engaged in and the stage is set for the employment questions which follow. It is desirable, initially, to allow the respondent to decide what he/she considered work and then to probe for other productive activity which may have been neglected.

Q. 2a: If a "No" response is given to Q. 2, the interviewer will wish to probe further to be sure the person did not omit work activities which are marginal or are done within the family. In LDC people often do work as unpaid family workers, and it has been found that such work tends to be under-reported. By asking a separate question about such work, we hope to prevent omission of these important economic activities. Q. 2a briefly provides a few examples of what may be considered "marginal" activities with the idea of triggering the respondent's memory. Other examples may, of course, be substituted for these if particular activities are common to an area under study.

At this point people who answer "Yes" to either Q. 2 or Q. 2a are sent to Q. 4 to begin the sequence of questions on job specifics. The "No" responses to Q. 2a have apparently done no market work; therefore, they are directed to Q. 3 applicable only to non-workers.

Q. 3, Q. 3a: The purpose of this sequence of questions is to provide information which will enable researchers and planners to distinguish between the voluntary and involuntary absence of market work among those who have not worked in the past 12 months. Conventional labor force surveys usually use "looking for work" as a criterion for identifying the unemployed. However, some people who want to work become so discouraged that they no longer look.

Also, in LDC work more often is obtained through relatives or friends than by contacting employment offices and the like. Thus Q. 3 and Q. 3a are more realistic in the LDC setting.

Q. 3: Q. 3 serves as a lead-in to Q. 3a. If the answer to Q. 3 is "Yes," the interviewer is instructed to ask Q. 3a. If the answer is "No," the interviewer is instructed to proceed to the next member of the household to be interviewed or to ask this individual the questions in the next module.

Q. 3a: If a non-working person indicates a desire to work, there are several possible explanations for not working, and Q. 3a enables the researcher to determine the reasons. The person may be unable to find suitable work, and therefore, be involuntarily unemployed or "underutilized." On the other hand, conflicts between working and other responsibilities such as school, housework, or childcare, may prevent the person from accepting a job. Finally, circumstances beyond the individual's control such as old age, social norms, or disabilities may preclude the possibility of employment. Of course, there may be a combination of reasons, and they should all be marked. Q. 3 and Q. 3a also may give some interesting indications regarding attitudes of non-working women toward employment.

Q. 4: "Work done at home" means work that is done in or around the house or the compound. It includes such things as tending a vegetable garden adjacent to the house, maintaining a fruitstand at the front door, making handicrafts for sale, etc. Work at home is often a good indicator of a traditional work situation as opposed to a modern one. Furthermore, it is generally thought to be compatible with childraising and thus characterizes many women's employment experiences. Work done away from home involves work that is done some distance from the house even though it is in the same community. It is often,,though not necessarily, modern in nature. When people work on a farm, they may or may not be working close to home. The respondent should be the judge whether such work is "adjacent to home" or "away from home," or a mixture of the two.

Occupation (Q. 6 and Q. 7) in combination with location of work should provide a picture of the degree of modernity which characterizes the respondent's employment situation as well as the extent to which childcare responsibilities and productive work activities are compatible. The latter will be especially important when analyzing the determinants of female labor participation and fertility behavior.

Q. 5: The response to this question establishes employment status and provides a filter for the questions on employment characteristics. The major distinction being drawn is between self or family employment and employment by someone else. In an LDC quite a few people are likely to work on their own account as well as for some outside employer in any given year. For example, those who own small farms may also work as hired laborers for others. In this case, the researcher will want to know particulars about both types of employment, so the respondent is directed to answer both Q. 6 and Q. 7 on employment characteristics.

In some cases the term "employer" may not be easily understood by the respondent. It is meant to denote a person or institution (firm) for

whom the respondent works and from whom he/she receives wages or salary whether in-cash or in-kind. This could be a farmer who owns land and hires others to work or it could be an owner of a machine (such as a taxi) or factory who hires individuals to operate the machine(s). It could be an artisan or vendor who hires a helper. The government is included as an employer, as are institutions, so that civil servants, military personnel, and a priest or janitor working for pay for a church, would respond in the affirmative to this question.

Working for self can be clearly understood. However, there may be a question as to just how close a relative must be and/or how close the work relation must be to be considered "family." In case of doubt, let the respondent decide whether he views his employer as a member of the family or primarily as an employer.

Q. 6: For those people who are self or family employed, the question establishes the respondent's occupation--farmer, trader, blacksmith, barber, etc.--and will provide some information on the work skills this individual possesses. Some respondents may indicate an industry rather than an occupation. For example, someone may say that he works for the railroad or in a hospital. This does not tell us whether he is a skilled professional, a clerk, an unskilled worker, or what. In these cases the interviewer should probe a little further to clarify. This can be done by asking the respondent, "What duties did you carry out on this job? Anything else?"

The recording of the response can be done in one of two ways. The researchers can supply the interviewer with an occupational code from a pre-established list of occupational categories. Alternatively, the interviewer can simply record the respondent's exact response, and the occupational code can be assigned in the office during the coding process. The latter method will usually insure a higher degree of comparability between data collected by different enumerators.

If the respondent was engaged in self/family employment only, the interviewer should proceed to Q. 8. If the respondent performed work for an employer as well, the interviewer should go to Q. 7.

Q. 7: For those who have been employed by others in the last 12 months the question should establish the occupation. In some cases the individual will have worked for a number of employers, performing jobs which fall into a variety of occupational classifications. The best way to handle this situation is to have respondents think of the job that they held for the longest time during the period of the last 12 months. This is true also in cases where respondents have changed jobs during the year. The respondent should consider the job held for the longest time when answering this question. For example, if a respondent changed employers in February, and the interview is being taken in December; then the most recent job is the principal one. If, however, he has just switched jobs a month ago; the one he held previously should be considered in answering this question. In general, the respondent should be encouraged to think of the employment that occupied "most of his/her time"; information on secondary employment is gathered later (Q. 8).

Q. 7, Q. 7a and Q. 7b: Wages and/or salary are clearly essential variables for many types of economic analyses. These questions represent an attempt to get the pay rate associated with work for others in the last 12 months. The responses are useful in determining amount and type of payment (cash or in-kind). They may also indicate whether underutilization due to low productivity was present, although it must be realized that wage rates also reflect the effects of other characteristics of the labor market such as presence of unions or monopsonistic employers. Q. 7a and Q. 7b should be deleted if questions 24 through 29 in the income module are asked in full.

Q. 7a: In this question the respondent is asked about cash payments for work performed on the job specified in Q. 7, i.e., the job on which he/she spent most time. The question is worded broadly so that the respondent can indicate the pay rate in terms of the pay period that is most familiar to him/her. In some cases individuals are paid daily or weekly, and in others they may be paid biweekly, monthly, or for the entire harvest period. In some instances respondents are paid by the completed job such as building a house or picking a bushel of tomatoes. In this case the interviewer should be instructed to ask the respondent how long it takes to do this amount of work and to then use that measure as the pay period.

Q. 7b: The purpose of this question is to insure that payment in the form of goods and services (food, meals, housing, etc.), is also included in the summary measure of wages and salary since payment in kind is a fairly frequent form of remuneration in some regions and in particular sectors of some economies. Those who do (did) receive such form of payment are asked to estimate how much they would have had to pay for the goods and other benefits they received over the last 12 months if they had had to pay for them. This payment must refer to the job specified in Q. 7 above and not to all jobs. People may not know exactly how much their payments in kind are worth. Even a rough estimate is better than omission of this kind of income. At the same time, the interviewer must guard against duplication. In Q. 7a the word money should be stressed, so that income in-kind will not be included twice. Finally, it should be noted that the pay period for income-in-kind need not necessarily be the same as the pay period for cash income. For example, an individual may be paid a sum of money per week, but may receive some quantity of grain per harvest season or a house for an entire year. Interviewers should be instructed to check carefully for such differences in pay periods between payments in cash and payments in kind.

Q. 8: Information on secondary employment is needed to obtain an accurate estimate of total working time. It may also be useful in determining respondent's perception of the adequacy of the work and pay available through the principal employment (indicated in Q. 6 and Q. 7 above). Q. 8 might also provide data on remedies available to respondents when inadequate employment or pay is provided by the principal employer. Some confusion may occur when a respondent has changed jobs within the last year. As indicated in Q. 7 above, the respondent should consider the job held for the most time during the year as his principal job. The other job, however, would not be considered a second job. Rather, "second job" refers to extra labor done in

addition to and usually concurrently with the principal jobs already mentioned. In cases where the respondent has had several extra jobs, he/she should be instructed to think of all of them.

Q. 8a: Knowledge of whether the secondary job(s) was (were) performed throughout the year or only part of the year will provide information as to how permanent the secondary employment is (was) and/or if it was subject to seasonal variations.

Q. 9: In many LDC underutilization of labor is a serious problem but difficult to measure.1/ This question is the beginning of a sequence and designed to reveal approximate time devoted to work and to determine the extent to which the respondent's employment situation is subject to seasonal or other variations. Q. 6 - Q. 8 hopefully have set the stage for this question, leading the respondent to think of all the different kinds of work he/she may have been doing.

This question asks those who have not worked every week, how many weeks there were when they were not working at all. It should be noted that this question asks the respondent to consider all jobs--self-employment, unpaid family work, and work for an employer--performed over the last 12 months.

A clear definition of "no work at all" must be provided to the interviewers before they go into the field. Researchers will want to specify some maximum number of hours in a work week that a respondent may have worked and still be included in the category "not working at all." In so doing one source of non-comparability between interviewers will be minimized. The minimum should be set quite low (e.g., one or two hours per week) so that total household work effort will not be understated. Here, again, respondent's who are family workers may have some difficulty distinguishing clearly between work and non-work. To be of maximum assistance to the respondent the interviewer should have the definition of work (activities that contribute to GNP) well in mind and should be ready to assist the respondent should he/she have any questions.

Counting weeks may be another problem. The respondent may only be able to recall that he/she worked during harvest season, during school vacations, during the tomato canning season, etc., but was not working the rest of the year. The interviewer might then find out from more knowledgeable persons in the household or in the village how many weeks such employment is likely

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1/ For a more detailed discussion of the problem of underutilization see: International Labor Organization, "Meeting of Experts on Measurement of Underemployment," Working Paper #1, Concepts and Methods of Measurement of Underemployment, M.E.M.U./D. 1., Geneva, 1963; Oshima and Hidayat, "Differences in Labor Utilization Concepts in Asian Censuses and Surveys and Suggested Improvements," Council for Asian Manpower Studies, Discussion Paper Series No. 74-06, University of the Philippines, Quezon City, July, 1974; David Turnham, Employment Problems in Less Developed Countries: A Review of the Evidence, Development Centre of the OECD, Paris, 1971.

to last. Or he/she might assist respondents in their effort to recall and count weeks by breaking the year into seasons or other meaningful time periods or by relating weeks to significant events in respondents' daily life. In other cases the interviewer might help by asking whether the work lasted more than half the year or less than half; then he/she might continue to probe whether it was more or less than a quarter year (or 3/4th) etc. This question is perhaps the most important one in the entire employment module. Therefore, the interviewer should spare no effort to help the respondent arrive at the best possible estimate.

Q. 9a: The reasons for not working for four or more weeks will reveal whether the respondent experienced a lengthy period of unemployment due to the seasonal factors and other labor market related causes or to school or family demands on his/her time, or other circumstances such as illness. Thus we obtain further information about underutilization of available labor time. The time period for which no reasons are asked (here 3 weeks or less without work) may be varied from country to country, but it is suggested that it not be so short that very brief or temporary interruptions of employment receive unnecessary attention.

Q. 10 - Q. 12: The major purpose of these questions is to estimate hours worked by the respondent. When hours vary seasonally or erratically, such an estimate is not easy to obtain. Thus it is advantageous to start with the time unit which can be most easily recalled--the past week.

Q. 10: The question refers specifically to the work of the week prior to the interview meaning the past seven days. Conventional labor force surveys usually have succeeded in collecting this information without too much difficulty. The answers will give the respondent a meaningful number with which to compare other weeks throughout the year. Incidentally, Q. 10 also provides a linkage with conventional labor force surveys. Note, that the total number of hours should include all jobs no matter how little time was spent at them. Thus, even if a person worked only one or two hours (whichever is the minimum that has been set) these would be recorded here. The interviewer may have to help the respondent by finding out how many hours on the average the respondent worked and how many days of the last seven he/she worked.

Some rural respondents may not know how many hours they work per day because they do not have watches and do not count time by the hour. In that case, meals or the position of the sun are means of dividing the day into segments about which the interviewer can probe in more detail. For example, one may ask what portion of the time the person works between sunrise and noon and between noon and sunset, etc. The most useful way of doing this depends on local conditions. Asking about other activities typically occurring in the time segment may help to arrive at an estimate of working time.

Q. 10a: This question serves to separate those with a fairly regular number of hours of weekly work activity from those with highly variable amounts throughout the year. The respondent is reminded of his/her response to Q. 10

and asked if he/she usually worked this number of hours per week. If the response to this question is "yes, the same," then the same number given in Q. 10 is to be filled in for the "number of hours worked per week" in Q. 10a. If the previous week was an unusual work week, but the respondent usually works some regular number of hours; that number should be used in Q. 10.a The "large variations" box should be checked only if working hours are subject to large seasonal variations or are quite irregular. If the interviewer concludes that they fluctuate within a narrow range such as two to four hours, it is permissible and preferable to indicate the range. It should be stressed during interviewer training that the question asks about the number of hours per week that the respondent actually works--not what his work schedule is.

Q. 11 and Q. 12: Many people are subject to large seasonal variations in their workload. Q. 11 and Q. 12 are designed to ascertain which months were peak months and which months were slack months for the respondent as well as to arrive at some quantitative estimate of the number of months included in these periods.

Most busy and least busy are defined in terms of the number of hours per week devoted to work effort. Recall may be a problem here, though presumably it would be quite easy for an interviewer to relate the months to something meaningful to the respondent such as seasons, harvest, or holidays. (See comments for Q. 9.)

Q. 11a: An estimate of the number of hours per week worked during the most busy periods provides further qualitative information on seasonal work patterns as well as quantitative information useful for estimating annual amount of work.

Q. 12a: This question is parallel to Q. 11a in that it asks for number of hours worked during the least busy periods.

B.(1) CHILDREN'S EMPLOYMENT SUB-MODULE

The children's employment module is considerably shorter than the adult employment module and is designed to measure whether the child worked or not (ages 8-9 years) and to provide a rough estimate for those aged 10-14 years of the amount and type of work. Since the questions comprising the children's employment module are identical to those found in the adult modules, the reader is directed to the discussion of questions in those sections. Note, however, that several minor changes in response format have been made in Q. 1 making it more appropriate to the employment situations of children.

The only questions directed to 8-9 year olds (Q. 1 and Q. 2) are designed simply to determine whether or not the individual has done work that contributed to household income in the past 12 months. No detail is demanded since the work of small children is interspersed with play, and thus, an exact measure of hours of work contributed may not be particularly meaningful for this age group. Questions 3-8, asked only of individuals aged 10-14, are designed to obtain a more complete measure of the amount of serious work and the kind of work performed. The age groupings appropriate for the population being surveyed will depend on the economic, social, and cultural conditions of each country and on the objectives of the survey. It might be appropriate in some countries to lower the 8, 10, and 14 year cut-off points. This will be indicated best in a carefully conducted pretest.

It is worth reiterating the point that data on children's employment is very useful for economic analysis. Amount of work done by children may affect fertility decisions; if children can be expected to make significant contributions to family income, the opportunity costs to the parents of a large family are likely to be reduced.

If the research is interested in the demand for educational services, child employment levels are a factor of relevance. Again it is a question of opportunity costs; if a child does a significant amount of work, the opportunity cost of substituting school time for work time are likely to be high for both the family and society.

Measures of child employment are relevant to other issues as well. In cases where total family production or work effort and income are being calculated, the children's contribution should not be ignored. Differential work patterns between male and female children may be of interest, for example, in a study investigating the often observed phenomena in LDC of male preference in fertility. Migration decisions may be affected by childhood employment experiences and opportunities.

B. Children's Employment

Select children aged 8–14 years from the household roster. **Indicate person number (roster -- top row) and name (roster -- row 1)**

ASK FOR ALL CHILDREN AGED 8–14	Person Number (from Roster)			
	Name			
	1) "What did he/she do most of the time during the *past* 12 months? Was he/she . . . (1) Doing work that contributed to household income, either money or other benefits -- **Skip to Q. 4** (2) In school (3) Doing housework and/or taking care of children (4) Neither work nor schooling was primary activity; playing and having fun (5) Looking for work, but unable to find work; unemployed (6) Doing something else?" **(Specify)** **Enter one answer only**			
	2) "Besides *(activity mentioned above)* some children also work. At any time during the past 12 months did he/she work for pay or other benefits?" (1) Yes -- **Skip to Q. 4** (0) No			
	a. "Did he/she work as an unpaid family helper at any time during the past year, for example, helping the family on a farm, with a business, caring for a garden or for animals, or making things for sale?" (0) No -- **Go to Q. 3** (1) Yes -- **Skip to Q. 4**			

	Person Number (from Roster)			
	Name			
ASK FOR CHILDREN AGED 10–14	**Ask only of those children 10–14 who have not worked:** 3) "Would he/she have liked to have worked if the right kind of work had been available ?" (1) Yes (2) Maybe; uncertain (0) No **Go to next person or to next section**			
ASK FOR CHILDREN AGED 10–14	4) "Thinking again, of all the work he/she did in the last year, was this work done . . . (1) On the family farm or business -- **Ask Q. 5, then skip to Q. 7** (2) For employer only -- **Ask Q. 6, then ask Q. 7** (3) Or both " -- **Ask Q. 5 and Q. 6, then Q. 7**			
ASK FOR CHILDREN AGED 10–14	**Ask of persons who worked on family farm or business** 5) "When he/she was working on family farm or business what kind of work did he/she do ?" **Interviewer: Record main occupation**			
ASK FOR CHILDREN AGED 10–14	**Ask of persons who worked for employer** 6) "When he/she was employed for others during the last year what kind of work was he/she doing most of the time ?" **Interviewer: Record main occupation**			
ASK FOR CHILDREN AGED 10–14	7) "How many weeks during the last 12 months was he/she not working at all, neither part–time nor full–time ?" **Specify number of weeks not working at all**	__ #weeks	__ #weeks	__ #weeks

ASK FOR CHILDREN AGED 10–14				
	Person Number (from Roster)			
	Name			
	8) "How many hours did he/she work last week, counting all jobs?" **Specify number:**	__ #hours	__ #hours	__ #hours
	a. "In weeks when he/she was working during the last 12 months did he/she usually work *(cite hours mentioned above)* hours, or what was his/her *usual* working time--how many hours per week?"	__ #hours per week ☐ can't say; large variations	__ #hours per week ☐ can't say; large variations	__ #hours per week ☐ can't say; large variations

B. FERTILITY AND CHILD MORTALITY

Many economic surveys collect data on factors which may have some bearing on fertility behavior. Although time constraints are bound to preclude adding complete fertility histories, the inclusion of a limited number of questions on fertility can provide enough information for meaningful analysis at a minimal cost. To be sure, a short series of demographic and attitudinal questions cannot be expected to produce highly accurate data, but the suggested sequence is sufficient to produce reasonable approximations. 1/

The initial six questions in the module on fertility and child mortality closely resemble the recommendations made by the United Nations for collecting data about demographic events in a single round survey. At the same time they will provide several important demographic measures of interest to economists. First, the suggested sequence measures number of living children. Second, it measures total number of live births. Obtaining live births by inquiring separately about children at home, children away from home, and dead children is important because women often forget to mention children who have moved away or died. Third, a household with a recent child death can be distinguished from households without a recent child death. The length of the open birth interval (i.e., time from last birth to present), is measured in Q. 5, permitting the user of the data to identify couples who had a recent birth. Q. 1 - Q. 5 combined make it possible to compute rough estimates of birth rates for the last year for sub-groups of the sample. Recent child deaths and births are more relevant for economic analysis than earlier ones (which are not dated in this module), since economic information in surveys (income, housing quality, etc.) usually pertains to the present or a very recent period. The demographic sequence also allows calculation of the average interval between live births starting with the time of marriage (from the household roster). Finally, the distinction between surviving boys and girls enables data users to investigate the influence of "boy-preference" on fertility in various economic groups.

The series of questions are restricted to women old enough to have borne children, but with the exception of the attitudinal questions they are not limited to women currently in the childbearing years. That is, the fertility experience of older women may be of interest. To be consistent with the Employment Module we have suggested asking the fertility questions of women 15 years or over. However, the age qualification for the fertility sequence should be determined in light of childbearing patterns in the survey area. The information on age necessary to select the proper respondents can be obtained from the household roster.

1/ For a discussion on estimation procedures using incomplete data see: United Nations, Methods of Estimating Basic Demographic Measures from Incomplete Data, ST/SOA/Series A/42, New York, 1967.

Whether the fertility inquiry should be limited to married women will depend on local mores and customs. It is desirable to obtain information about all births, whether within or outside of marital unions, so if possible these questions should be asked of all women who are old enough to have borne children. If local cultural constraints make it impossible to ask these questions of never married women, then the question on marital status in the Household Roster should be used to identify eligible respondents.

The ideal respondent is the woman herself. It should be emphasized that a complete accounting of her total live births, whether in this marriage or a previous one, is what is wanted. In some situations it might be necessary to obtain the fertility information from another woman or the male respondent (i.e., head or chief earner). In this case it should be stressed that the total births to each woman should be reported, which may not necessarily coincide with the total number of children which the husband has had.

People can report only their own attitudes. In no case should a respondent be asked to answer the three attitudinal questions (Q. 7 - Q. 9) in behalf of another household member. If each woman is available for the interview, each should be asked the attitudinal questions. If one woman serves as respondent for one or more other women, only her own attitudes should be asked and recorded. If a husband answers the fertility questions for his wife, Q. 7 - Q. 9 should be omitted. Some researchers may be interested in the fertility attitude of men also, in which case Q. 7 - Q. 9 can be asked of the adult males in the household, putting the name and person number of the respondent at the head of the column.

* * *

A questionnaire for obtaining a more detailed fertility and mortality history is provided in Appendix II.

C. Fertility and Child Mortality

*Ask of all women 15 years or older

Person Number		
Name of Woman		
1) "Does she have any children of her own who live in this household?" (0) No (1) Yes		
a. "How many sons and how many daughters?"	__ # sons __ # daughters	__ # sons __ # daughters
2) "Does she have any children of her own who live someplace other than in this household?" (0) No (1) Yes		
a. "How many sons and how many daughters?"	__ # sons __ # daughters	__ # sons __ # daughters
3) "Has she ever given birth to a child who was born alive but later died?" (0) No - - **Go to Q. 4** (1) Yes		
a. "How many sons and how many daughters who were born alive have died?"	__ # sons died __ # daughters died	__ # sons died __ # daughters died
b. "Tell me about the last child who died. About how many years ago did that happen?"	__ # years	__ # years
c. "How old was the child when it died?" **Age in years or months**		
d. "Was it a boy (1) or a girl (2)?"		

*A higher or lower age limit may be appropriate in some countries.

Person Number		
Name of Woman		
4) "Now just to make sure I have this right, she has had *(SUM)* live births in all. Is that correct?" **(If Yes) enter response** **(If No) correct responses** } **Then Go to Q. 5** **(If zero births reported) enter "0" and Go to Q. 6**	# ______	# ______
5) "In what month and year did her last live birth occur?"		
6) "Is she pregnant now?" (0) No (1) Yes (2) Uncertain		
These questions asked only of available respondents about themselves. In cases where fertility information about a woman is obtained from another person *DO NOT* ask these questions. **Ask only of women in childbearing years (15 to 45 years of age)**		
7) "Do you expect to have any more children?" (0) No (1) Yes (2) Uncertain		
a. "How many additional children do you think you are likely to have?" **Specify number of additional children expected**	# ______	# ______
8) "For a couple in your economic circum–stances what would be the best number of living children to have when child–bearing is completed?" **Specify number of desired living children**	# ______ __ Don't know	# ______ __ Don't know
(If says "up to God," "fate," etc.) a. "What would be the best number to hope for?" **Specify number of children**	# ______ __ Don't know	# ______ __ Don't know

Person Number		
Name of Woman		
9) a. "Do you know of any methods couples use to keep from having more children than they want?" (0) No - - **Go to next section or next person** (1) Yes		
b. "What methods are these?" **Specifiy methods**		
c. "Are you using any such method (s) now to keep from getting pregnant?" (0) No (1) Yes		

Question Notes: Fertility

The first three questions in the fertility sequence are intended to ascertain the total number of live births. The information is obtained in three stages rather than with a single question in order to minimize recall error. Accuracy regarding live births is important because for much economic analysis, total number of live births rather than total number of living children or total number of children living in the household, is the desirable measure. The mortality figures also are of great interest in their own right.

Q. 1: The woman is asked to recall all those children ever born to her currently living with her in the household. The interviewer can use this opportunity to check to make sure these children are listed on the Household Roster. Note that adopted children or children of relatives living in the household may be included in the roster but should not be included here.

Q. 2: Children born to this woman who are alive but living elsewhere are sometimes overlooked and a direct probe on their existence will prompt the mother's memory. Such children may be working elsewhere, have been adopted out, or may be grownup and living elsewhere.

Q. 3: This refers specifically to children born alive but who died subsequently. The interviewer should make sure that these children are included in the woman's total number of live births. Further, if the woman indicates she has experienced one or more child deaths, some mortality information concerning the last child who died is asked. In a short question sequence the researcher can obtain complete mortality information on only the most recent period. There is great interest among economists in the relation between the economic status of the household and child mortality, and also in the interrelation between child mortality and fertility.

Q. 4: The interviewer is instructed to check the woman's total number of live births. This is done by summing all the sons and daughters the woman reported in Q. 1 - Q. 3. The total, therefore, should include all children living with the mother, all of the same woman's children who are living away from home, and all of those children born alive to that woman who subsequently died.

The interviewer should repeat this sum to the woman and ask if it is correct. This is a final check on the reported number of live births. If the woman indicates that there is some error, the interviewer must probe further and attempt to correct the discrepancy.

Q. 5: Next, the woman is asked for the date of her last live birth. Obviously this question is directed to only those women who indicated they had at least one birth in Q. 4. If the last birth was a multiple birth, that fact should be indicated as well.

It is desirable to get both the month and year of last birth, particularly if the last birth occurred within the last two years. If the date of the birth is not known exactly, the interviewer might suggest different seasons or holidays to the woman and ask:

"Was the child born in the springtime, perhaps around

(... May; planting time; before of after ... 'holiday' ...)?

The exact wording must be adopted to particular countries.

It is even more important to get the year of birth as accurately as possible. Again, if the date is forgotten, the interviewer should probe to obtain an estimate, perhaps by asking:

"About how many years ago was the child born?" "How old were you when the child was born?"

or

"Was it before or after ... (major national or local event)?"

and then calculate the most probable year of birth. For those children who are still members of the household, information on age and year of birth should be available on the Household Roster. The response here may be more accurate and should be checked against the Household Roster.

Q. 6: It could happen that the woman is pregnant at the time of the interview. Knowledge of such pregnancy will provide further information pertaining to the length of the open birth interval. For this reason Q. 6 which asks whether the woman is pregnant now is included.

The final three questions are designed to elicit the woman's personal attitude toward expected family size, ideal family size, and contraceptive use. Since personal opinions are being sought, these questions should be asked only of a woman about herself. At no time should a second party be asked to supply answers for another person. Further, since the questions deal with expectations regarding family formation, they are directed only to women in their childbearing years (15 to 45 years of age). Older women are prone to answer such questions not with their expectations of earlier years, but with the actual outcome of their fertility experiences. Responses of women who currently have no children but are in childbearing ages are of interest, however, and such women should be asked these questions, worded appropriately.

Q. 7: Information on current expectations regarding final family size is a useful supplement to current fertility. A woman may have few children now because she is young or has not been married long.

Q. 8: Desired family size, as currently perceived by the woman, is asked. As compared with Q. 7, this question is designed to get at the family size ideal rather than the actual family size expectation. Clearly these two concepts may not be equal. Preferences regarding family size are often formed with current economic status in mind.

Q. 8a: This is a probe to be asked of those who decline to give a numerical answer to Q. 8 saying it's up to god or indicating that the decision will be made by some external force or circumstance which may vary depending on the cultural norms and beliefs prevailing in the survey area. It is designed to help the respondent come up with a numerical response to the question. If a numerical response is given to Q. 8, Q. 8a need not be asked.

Q. 9: The final question is concerned with familiarity with contraceptive techniques as well as current contraceptive use.

D. MIGRATION SUB-MODULE

Two aspects of migration are of particular interest to economists: the consequences of migration and the determinants of migration. This migration module is designed primarily to enable a researcher to investigate the consequences of migration. That is, the data would permit comparisons between groups with varying migration experiences to see how migration status affects current income, employment, consumption, fertility, etc. It would be fruitful to add this short migration module to household surveys conducted in areas which contain a significant proportion of migrants distributed widely enough over the sampling points to yield a representative group.

The determinants of migration also are of interest to economists, since it is often the prospect of finding a job or obtaining a better wage in another area which causes a person to move. To study the determinants of migration, one ideally should obtain longitudinal data which would measure the economic characteristics of the household and its members at one point of time and then would re-interview households to measure subsequent migration of individual family members or the household as a whole during the next few years. Although such an approach is not possible within the constraints of a small one-time module, the migration module does include a few questions which utilize different approaches to obtain some rough indication of migration determinants.

A single question sequence serves for all adults, since either males or females may initiate migratory moves. In countries where female migration takes place solely as part of family moves, these questions could be restricted to males. In any event, migration which is undertaken solely for family reasons can be identified by the reasons given for the most recent move. Ideally each person should be interviewed individually, but acceptable migration data for all family members probably can be obtained by interviewing the head or chief earner of each family unit. If the principal survey respondent is a wife (such as in a fertility, consumption or nutrition study) and it is not feasible to interview others in the family, the migration questions regarding other family members could be asked of her in most cultures. Where individual interviews are scheduled for the employment module, asking the migration questions of each adult individually is desirable and should present no difficulties. The migration questions need not be asked of children since they usually move as part of a family group. However, local conditions must determine the minimum age at which a person might migrate individually and so qualify as an "adult" for the migration questions.

Since a complete migration history cannot be obtained in a small migration module, the main thrust of the questionnaire must be to identify migrants and some important distinctions between migrant groups. Once migrants are identified, the consequences of migration can be analyzed, using data available elsewhere in the questionnaire. Of course many persons may have made several moves in their lives, sometimes in stages, with each successive move being to an increasingly urban place. For brevity's sake the

questionnaire (Q. 2) focuses on the most recent move. The origin and time of the most recent move is most likely to be recalled accurately, and the most recent move is probably most significant for explaining the present economic situation. The recency of the migrants' last move is established by asking all respondents how long they have lived in their present place of residence. One can then identify all those who moved in the last year, or the last two years, etc. Recency of move is likely to affect the migrants' adjustment and economic position in the new locality. A second factor affecting migrants' adjustment is the kind of place from which they moved, particularly in terms of the urban-rural dimension. No attempt is made to identify by name the towns or villages in which the migrant previously resided. Place names are difficult to establish in LDC, and provide less socioeconomic information than a rural-urban characterization.

One additional factor which can influence migration adjustment is work experience acquired by the migrant prior to the move. Brief questions on employment status and occupation before the most recent move are included to throw some light on economic status and skills acquired before the move. This permits some analysis of the differential adjustment of migrants of different skill levels and of the extent to which migration necessitated or afforded chances to shift into a different economic activity.

Another crucial factor in human resources analysis is the general character (rural vs. urban) of the place in which the individual resided during his/her formative years. The assumption is that tastes, attitudes, values, as well as the quantity and quality of education, differ between people growing up in rural and urban areas. Ascertaining place of birth will not serve this purpose unless the person continued to live there for some time, so the more straightforward procedure of asking directly where the individual lived most of the time while growing up is adopted (Q. 3). Further, the region of origin of the migrants--that in which they spent most of their childhood--is obtained. Although sample constraints sharply limit the usefulness of surveys for studying geographical migration streams (normally, the number of sampling points as well as the sample size is too limited), the identification of the region of origin is simple and may furnish some useful clues about the type of migration.

Place of birth of an individual has been excluded here since it was felt that its determination would lengthen the module without contributing greatly to the knowledge of the circumstances that directly affect a household's present economic situation. If the researcher feels it is relevant for the particular study, a question can certainly be added. We suggest the following format and wording:

"Where was he/she born?"

(1) This city/town/village
(2) Elsewhere

a. (IF ELSEWHERE) "In what region/province/state was that?"

SPECIFY

b. "Was he/she born in a ...

(1) City
(2) A smaller town
(3) Or a village or rural area?"

This question, if it were included, would be asked before what is now Q. 3.

While Q. 1 to Q. 3 are asked of each member of the household individually, Q. 4 and Q. 5 are asked of the principal respondent only. These questions seek to obtain some information on out-migrants from the area.

There is one attitudinal question (Q. 4) designed to assess the probability that some member of the household will leave in the near future. Asking about future plans to migrate should provide some data for a rudimentary analysis of the impact of current economic status on migration decisions. This approach avoids the recall problems and possible distortions associated with use of retrospective data to analyze the determinants of migration.

In one-time surveys it is not possible to obtain data on households who have left the area since they no longer are there to be sampled. However, it is possible to discover something about people who have left an area recently from remaining members of their former household. Thus, a question is included on short-term moves to take advantage of temporary work opportunities elsewhere. The identification of the characteristics and work experience of individuals who undertake temporary moves is of interest as is the economic situation of their families (Q. 5). The question on such moves is to be asked of the household head or principal respondent only since members in question may not be in the household at the time of the survey.

We have not included further questions on out-migration in sub-module D because of misgivings about the length of the questionnaire and because the pretests indicated that these questions are quite difficult for the interviewers. However, when out-migration is prevalent in the study area (as in rural areas, where out-migration and possibly return migration occur with some frequency), the following question sequence may be inserted before what is now Q. 4 in sub-module D. It would be wise in that case to delete some questions elsewhere, which presumably would be less relevant. (See pp. 7-8 above for suggestions.)

Principal respondent only

4) "In the last 5 years, did any former members of your household leave this city/town/village to live elsewhere on a fairly permanent basis? Anyone else?"

( ) No - - Go to Q. 5
( ) Yes

a. "Please tell me their names." Enter each name in a column	______	______	______

Name			
b. **Ask for each person.** "What is the relationship of *(name from column above)* to the head of the house–hold?" **Enter relationship**			
c. "In what city/town/village does he/she live now?" **Specify**			
d. "While he/she has been living in *(city/town/village of current residence)*, what has he/she been doing most of the time he/she has been there? Has he/she been . . . (1) Doing work that contributed to his/her household income, either money or other benefits - - **Go to Q. 4e** (2) In school - - **Go to Q. 4f** (3) Doing housework and/or taking care of children - - **Go to Q. 4f** (4) Looking for work, but unable to find work; unemployed - - **Go to Q. 4f** (5) Retired, chronically ill - - **Go to Q. 4f** (6) Doing something else" **Specify - - Go to Q. 4f** (7) Uncertain; not known - - **Go to Q. 4f** **Enter one answer only**			

Name			
e. "What kind of work has he/she been doing most of the time ? " **List main occupation**			
f. "About how many years ago did he/she first leave this city/town/village ? " **Specify**	— #years ago	— #years ago	— #years ago
g. "What age was he/she at this time ? " **Specify**	— years old	— years old	— years old
h. "When was the last time he/she was living in your household here in *(name of city/town/village)* for 6 months or more ? " **Go to next person or section**	— #years ago	— #years ago	— #years ago

One further possibility exists for looking at the determinants of migration within the constraints of a one-time survey. In the Fertility submodule (Q. 2), women are asked about sons and daughters who no longer live in the household. A follow-up probe could determine whether these children live in the same locality or have moved away: "Does he/she live in (place name of mother's residence) now, or has he/she moved to another village, town, or city?" One could then analyze the economic characteristics of families whose children (especially sons) migrate vs. those families whose children remain in the same locality.

D. Migration

*To be asked for all household members 15 years or over

Person Number (from Roster)			
Name			
1) "How long has he/she lived continously in *(name of city/town/village)*?" (1) Less than a year (2) 1–2 years (3) 3–4 years (4) 5–7 years (5) 10 years or over, but not always (6) All his life - - **Skip to Q. 4**			
2) a. "Just before coming to *(name of city/town/village)* did he/she live in a . . . (1) City (2) A smaller town (3) Or a village or rural area ?"			
b. "During the last year before moving to *(name of present city/town/village)* what did he/she do most of the time? Was he/she . . . (1) Self–employed or working in a family enterprise (2) Working for employer (3) Not working (incl. childcare and/or housework) - - **Skip to Q. 2d** (4) In school?" - - **Skip to Q. 2d**			
c. "What kind of work did he/she do ?" **Specify**			
d. "Why did he/she move to *(name of present city/town/village)* ?" (1) No suitable work available at place of previous residence (2) Other economic reasons (3) Schooling (4) Marriage (5) Other family reasons; accompanied other family member (6) Preference for (urban) (rural) life style (7) Other (**Specify**) **Record as many as are applicable**			

*A higher or lower age limit may be appropriate in some countries.

Person Number (from Roster)			
Name			
3) "Where did he/she live most of the time while growing up – this place or elsewhere?" (1) This place - - **Go to Q. 4** (2) Elsewhere			
a. "In what region/province/state was that ?" **Specify**			
b. "Did he/she live in a . . . (1) City (2) A smaller town (3) Or a village or rural area ?"			

For principal respondent ask questions below

For all others go to next person or to next section

PRINCIPAL RESPONDENT ONLY 4) "Is there any possibility that you or any other member of your family will be moving away from this place during the next two years ?" **Check one response only** ( ) No - - **Go to Q. 5** ( ) Uncertain ( ) Yes			
a. "Who in your family might move ?" **Specify name** **And roster number**	______ ______	______ ______	______ ______
b. "How likely is it that he/she will move to another place during the next two years ?" (1) Quite likely (2) Uncertain (3) Not likely			

Principal Respondent Only

5) "During the past year did you or any other member of the household temporarily live *and* work outside *(name of city/town/village)* for any part of the year ?"

( ) No - - **Go to next person or next section**

( ) Yes

a. "Who in your household did this ?" **Specify name**			
b. **Roster number** (If on roster)			
c. **Relationship to head**			
d. "For how many months out of the past 12 months did he/she live and work elsewhere ?"			
e. "Was this work done in a . . . (1) City (2) A smaller town (3) Or a village or rural area ?"			
f. "What kind of work did he/she do there ?" **Specify**			
g. "Did he/she send back or bring back money or goods ?" ( ) No - - **Go to next person or next section** ( ) Yes			
h. "How much did this amount to in the past 12 months ?"			

Go to next person or next section

Question Notes: Adult Migration

Q. 1: The initial question is designed to distinguish non-migrants from migrants and recent migrants from earlier migrants. Further, it ascertains length of residence in the city, town, or village in which the respondent presently resides. By residence we mean the place where a person eats and sleeps most of the time. Note that the interviewer should stress the notion of uninterrupted or continuous residence. Periodic migration, usually to urban centers, followed by return migration to place of origin is quite common in LDC. People may regard themselves as life-time residents of a locality even if several years were spent in some other place. Continuous residence would best be defined as residence uninterrupted by absences which last a year or more at a time.

In this and all other questions in this sub-module in which (name of city/town/village appears the interviewers should be instructed to insert actual name of the city, town, or village in which the respondent is presently residing so he/she will understand that the question does not refer to dwelling unit. Furthermore, a city name should be interpreted as referring to a whole metropolitan area. Moving from one part of town to another or from the inner city to the suburbs is not considered a move.

Remembering how long a person has continuously lived in the present locality may prove difficult to those who have lived here for a long time but not for their whole lives. If so, it would be useful to supply the interviewer with a calendar of important national occurences to help people estimate their length of residence. To locate the move in time, the interviewer might also ask how old the person was when he/she moved, whether he/she was married yet, had children yet, etc.

Q. 2: Those who indicated less than life-time residence in Q. 1 are questioned about the place where they lived just before moving to the current place of residence. First, inquiry is made about the level of urbanization (city, smaller town, village). Some places change rapidly from village to town or from town to city. If the question arises, we are interested in level of urbanization at the time the migrant left. Then, a short question on the respondent's employment situation just prior to the most recent migration supplies information on occupation, skills, and employment status at the time prior to the move. Finally, the respondent is asked to state his/her reason for migrating. Assuming retrospective assessments of his/her pre-migration situation are accurate, this will provide some idea of whether the most recent move was for economic reasons and/or family or other reasons. Since a respondent may have had several reasons for such a move, the interviewer is to indicate as many responses as are applicable.

Q. 3: Everyone except life-time residents (from Q. 1) is asked to name the region, province, or state (whichever is appropriate for the particular country) and then to categorize the general character (urban, rural) of the place where he/she grew up. The rural urban character of the migrant's background is of interest to economists for the effect it has on tastes, attitudes, education, modernity, etc. Residence during the formative years is generally more related to personal development than place of birth if the two places are not the same.

The data on regional migration may be of value to the economist in specifying migration streams. However, care should be taken in utilizing it as indicative of migration flows since no information is available on intervening moves, and since surveys usually are based on a rather limited number of sampling points.

If the respondent is anyone other than the principal respondent, this is the last question that will be asked of him in the migration submodule. The interviewer is instructed to proceed to the next person or the next section.

Q. 4 - Q. 5: Whereas the preceding questions dealt with in-migration, these questions deal with out-migration. Q. 4 is attitudinal and as such is asked only of the principal respondent about his own expectations. Since the household members about whom Q. 5 is asked may be temporarily away, Q. 5 is asked only of the household head or principal respondent.

Q. 4: Present migration plans can be related to current economic characteristics of the household in order to specify some of the possible determinants of migration. This question is limited to migration plans for the next two years, since longer term plans are bound to be rather uncertain. Time constraints restrict this question to the household head or chief earner even though this may affect the quality of the data insofar as he/she may not be aware of the plans of all members of the household. For analysis of migration plans, the researcher may want to distinguish the likelihood that such plans will be realized. For this reason Q. 4a which attempts to distinguish uncertain plans from more likely ones has been included. Here again, family members with moving plans should be identified clearly by name and person numbers, so that information in this section can be matched with information from other questions.

It should be pointed out to interviewers before they go into the field that there is a slight variation in format here. In the first part of Q. 4 they are merely to check the appropriate space next to "Yes," "No," or "Uncertain" depending on the principal respondents response. If "Uncertain" or "Yes" is given as an answer they are to proceed to Q. 4a where they are to specify in the appropriate boxes to the right the name and roster number of only those who might, in the principal respondent's opinion, move. The likelihood of each person's move is to be indicated in the column under his name in Q. 4b.

Q. 5: This question is a check for short-term or periodic work-related migration. "Temporary migration" should be defined as an absence of less than a year. Examples would be a 3-month period spent harvesting corn on the coast or working in a factory in the city during canning season.

It may happen that a family member who is temporarily working elsewhere is not listed in the Household Roster (by reason of being away more than six months in the past year). In that use the notation "not listed" should be put into the space for the Roster Number and the respondent's judgement as to whether this person is a household member should be accepted. Q's 5c - 5h should be asked for such persons as well as for other temporary migrants.

Note that Q. 5 asks whether he/she lived and worked elsewhere. This wording rules out commuters who did not live away from home or who returned home every weekend. It also rules out extended visits to relatives or friends which were not work related.

Q. 5a - Q. 5c: The format for this question sequence is similar to that of Q. 4 although the individuals involved, and therefore, the roster numbers are likely to be different from Q. 4.

Q. 5d - Q. 5f: Information about the duration of such migration, the character of the locality to which the individual migrated temporarily and the type of work or occupations associated with temporary migration is obtained in these questions. This information should enable the economist to determine the availability and prevalence of migratory employment and its relationship to labor utilization, economic status and fertility.

Q. 5g and Q. 5h: These questions serve to clarify the economic implications of temporary out-migration for the household.

E. HOUSEHOLD CHARACTERISTICS, ASSETS, AND INCOME

In addition to obtaining information about each person in the household, some data on the economic characteristics of the household as a unit should be obtained in all economic surveys. Most households in LDC function as economic entities, with income and assets pooled. Economists are interested in economic information on the household, principally to use in constructing measures of its economic status. Sub-module E thus needs to be asked only once and relates to the household as a whole.

The most appropriate respondent for sub-module E is the head or chief earner since this sub-module includes the income questions. If the main survey was addressed to the wife or some other less informed household member, there are two possible alternatives: (1) The interviewer may be instructed to ask for the head or chief earner and ask him the questions in sub-module E (if necessary making a return visit to the household when he is available). (2) The wife or other principal respondent may be asked the questions. In that case the income sequence may have to be shortened and simplified (how much simplification is required depends on the population being interviewed). Either alternative (1) or (2) should be used consistently. In no case should they be mixed in the same survey at the discretion of the interviewer.

Measures of Economic Status: Data on the family's economic position are central to any economic analysis, both as a subject of inquiry and as an input into the analysis of many household decisions. Income data, when properly measured, should provide the best single measure of the family's economic position. Questions about income frequently are excluded from household surveys because income concepts are complex and the questions may yield unreliable answers from many respondents. Income data are difficult to collect in LDC since respondents for the most part do not pay income taxes, do not add up the various household earnings over a year, and generally have no idea of the accounting concepts which underlie the economist's definition of income. Although some surveys in LDC have attempted to obtain income data with one summary question about family income, this is not recommended. Instead, the use of a short sequence of questions about different sources of income and about specific income recipients helps both the interviewer and the respondent understand what is wanted. The suggested questions follow this format.

One possible alternative to income as a measure of economic position are reports on monthly or annual expenditures. This is sometimes suggested when economic status is to be assessed in a survey in which the wife is the respondent, such as in a fertility survey. The argument here is that the wife, who does much of the marketing and cooking, may be able to give a more accurate estimate of consumption than of income. Further, it is argued that total family expenditures can serve as a reasonable approximation to income, despite discrepancies between income and expenditures due to positive or negative saving. However, there are several reasons why a summary measure of family expenditures is likely to be quite inaccurate. If a single

question is asked about total consumption expenditures, the wife will find it difficult to estimate total monthly or annual expenditures. Asking about different categories of expenditures has been shown to reduce memory error, but it is difficult to compress the great variety of family expenditures into meaningful categories for a brief sequence of questions. Month to month variations may be considerable, and expenditures made several months ago tend to be under-reported. In addition, most wives in farm or business families seem to have difficulty in separating consumption expenditures from purchases for the operation of the farm or business. Therefore this route is not recommended for approximating income, except where the main inquiry is a consumption survey. In that situation, if care is taken to include all expenditures and to obtain rough estimates of changes in asset holdings, over the survey period, family expenditure data could provide a meaningful measure of economic position.

A third possible way to measure the family's economic position is via data on the family's holdings of selected assets. Income is a better indicator of economic welfare than assets. However, data on some assets are easier to collect than are income data. For example, considerable emphasis is given in the question sequences suggested here to housing quality because some of this information can be collected by the interviewer via direct observation, and none of it is surrounded by secrecy. Questions on other aspects of housing and on ownership of certain real assets, such as consumer durable goods or farm equipment, present few problems. Obtaining data on financial asset holdings and debts proves more difficult. Even where the researcher is willing to devote considerable time to this subject, data on the magnitude of financial savings and debts, as well as accumulations of gold, jewerly, or cash (often hidden somewhere), have proven to be highly inaccurate. One general problem with the use of asset data to provide an indicator of economic status is the difficulty of combining information on holdings of many different kinds of assets into a single quantitative measure. Families hold assets in many forms, including their own dwelling units, land, cattle, business property, rented structures, insurance policies, bank accounts, etc. Of course debt is common and is a negative asset. Respondents are neither willing nor able to report the monetary value of all such holdings. A realistic approach is to concentrate on the incidence of ownership with an occasional indication of the approximate order of magnitude of these holdings. Such limited data provide only a very rough measure of economic status.

Some attention should be given to the optimal placement of income and asset questions in the questionnaire. Questions on income, which are likely to be somewhat sensitive and difficult, should be left to the end. Questions on housing and modern objects create no problems and can be placed where most convenient.

Asset Holdings: A range of asset questions are presented. They are designed to differentiate rich from poor, and further to distinguish various gradients of asset holdings within the poorer and better off segments of the population. Some questions, such as those on housing quality, should provide a rough ranking of all families, from the richest to the poorest, while other questions are concerned with assets which are held only by some

occupational groups or by segments of the income distribution. The importance of obtaining an adequate representation of the range of asset holdings from different strata of the population should be borne in mind by the researcher as he selects asset questions which are relevant and feasible for the population being studied.

A number of the measures of asset holdings involve several questions, such as those about different aspects of housing characteristics or ownership of a number of different consumer durables. Such information probably will be most useful analytically if the items can be combined into an index of, for instance, housing quality, or total ownership of consumer durables. Accordingly, plans for index construction should be considered in the choice and design of such questions.

Attitudes on Income Adequacy and Household Labor Utilization: Information on the household's perception of adequacy of income and utilization of labor is a useful supplement to other economic data. Inadequate resources combined with inadequate opportunities to earn income are often associated with underutilization of labor. Such questions might most logically be placed in the employment sub-module. However, the head or chief earner is the best person to answer questions which concern the household in general. For that reason, these questions are placed in this section which is directed to the head or chief earner.

E. Household Characteristics, Assets and Income

INTERVIEWER: The following questions are best answered by a key member of the household, preferably the head or chief earner.

Respondent's Name ________________________________

Person number (from Household Roster, top row) ________________________________

HOUSEHOLD CHARACTERISTICS

1) "Can you tell me what community group you belong to?"

( )_____ ( )_____ ( )_____ ( ) Other **(Specify)** ________________________________

2) "What language is most commonly spoken in your home?"

( )_____ ( )_____ ( )_____ ( ) Other **(Specify)** ________________________________

INTERVIEWER: Observe the dwelling unit of the household being interviewed and fill in the following information as accurately as possible.

3) What type of dwelling is this?

( ) Room or flat in a larger structure shared by one or more other households
( ) Single family house
( ) Place of residence and business place combined
( ) Other **(Specify)** ________________________________

4) What type of building materials are used in the structure?

( ) Most desirable material (list examples of most desirable materials in that country)
( ) ↑
( ) ↓
( ) Least desirable material (list examples of least desirable materials in that country)
( ) Other **(Specify)** ________________________________

5) What type of roofing materials are used in the structure?

( ) Most desirable material (list examples)
( )
( )
( ) Least desirable material (list examples)
( ) Other (Specify) ______________________________

6) What type of flooring is used in the structure?

( ) Most desirable material (list examples)
( )
( )
( ) Least desirable material (list examples)
( ) Other (Specify) ______________________________

INTERVIEWER: Continue with the Respondent who Answered Questions 1–2 Above

7) "Is this house (apartment) owned by someone in your household who lives here, or do you rent it from someone else, or do you live here free?"

( ) Owns
( ) Rents
( ) House furnished free by employer or government
( ) Other (Specify) ______________________________

8) "How many rooms do you have in your compound (house, apartment) which are for the exclusive use of your household?"

______________ # rooms for your household

9) "What type of cooking fuel do you use most of the time in your cooking?"

( ) Most desirable type (list examples)
( )
( )
( ) Least desirable type (list examples)
( ) Other (specify) ______________________________

10) "How many meals do you and your family usually eat each day?"

______________ # meals per day

11) "Where do you get your drinking water?"
( ) Running water piped into their own dwelling unit
( ) Water available in the yard for the family's exclusive use
( ) Water available in a common court or room of a group of apartments or housing units for all the occupants of that group of buildings
( ) Municipal or village source of water accessible to everyone
( ) Other **(Specify)** ______

12) "What type of toilet system do you have available to this household?"
( ) Water closet system for household only
( ) Latrine in dwelling
( ) Latrine shared with others in building or compound
( ) Public (street) latrine
( ) Other **(Specify)** ______
( ) No latrine

13) "Does the house have electricity?"
( ) Yes, has electricity

( ) No electricity

INTERVIEWER: Read Each Listed Item Separately and Record Below Whether or not They Have the Item.

ASSETS

"Do you have in this household any of the following household items?"

Modern Objects Using Electricity	Yes	No
1. Electric Fan		
2. Electric Iron		
3. Refrigerator		
4. Etc.		

"Do you have in this household any of the following household items?"

Modern Objects Not Requiring Electricity	Yes	No
1. Watch or Clock		
2. Bicycle		
3. Radio		
4. Sewing Machine		
5. Etc.		

a. "Are any of these used in your business as well as for the family?" **(If Yes)** "Which ones?"

______

______

______

"Now I would like to ask you about some of the other things you might own."

14) "Do you or anyone else in your household own any agricultural land?"

( ) No ( ) Yes

a. "How much land does that amount to?"
Amount ______________________
(in units appropriate to country)

b. "How much of the land is irrigated?"
Amount ______________________
(in units appropriate to country)

15) "Do you or anyone else inyour household own any buildings or non–agricultural land which you rent out?"

( ) Yes ( ) No

16) "Do you or anyone else in your household have a separate place of business (other than a farm)–I mean some rooms or a structure which are used al–most exclusively for business (and that were not mentioned in Q.15)?"

( ) Yes ( ) No

17) "Do you own any power tools, powered equipment or motorized vehicles for use in a *business* (other than a farm)? That is, machines that run on fuel or electricity?"

( ) Yes ( ) No

18) "Do you own any power equipment or a vehicle for use on a farm? I mean equip–ment that is running on fuel or electricity, such as a tube well, tractor, truck, etc.?"

( ) Yes ( ) No

19) "Do you or anyone else in your household have a savings, checking or postal savings account or a life insurance policy?"

( ) Yes ( ) No

INCOME

20) "Did this household do any farming or engage in animal husbandry during the past year?"

( ) No
Skip to Q. 22

( ) Yes

a. "About how much money did this household earn from farming and animal husbandry during the last year, after deducting the cost of running the farm and any other related expenses?"
Amount ______________________
(for 12 month period)

21) "Has this household obtained food from the farm or from hunting and fishing in addition to the income just reported?"

( ) No
Skip to Q. 23

( ) Yes - - Not included in Q. 20

( ) Yes - - Included in Q. 20
Skip to Q. 23

a. "About what would it have cost to buy food on the market during the past year?"

Kind of food	Value
Total amount for 12 mo. period	

Go to Q. 23

22) "During the past year has anyone in this household raised any food or animals, or obtained food from hunting and fishing, either for sale or for your own use?"

( ) No
Skip to Q. 23

( ) Yes

a. About what would it have cost to buy food on the market during the past year?"

Kind of food	Value
Total amount for 12 mo. period	

23) "Did anyone in this household have a business, craft, or profession during the past year?"

( ) No
Go to Q. 24

( ) Yes--Ask Q. 23a.–Q. 23d below about business, craft, or profession indicated*

a. "What kind of business, craft or profession was this?"
(Specify) ____________

b. "Who worked in this?"
(Specify name and person number)

____________ ______

____________ ______

____________ ______

c. "About how many employees did the business, craft or pro–fession have during the past year–during the busy season, during the slack season?"

__ # employees in the busy season
__ # employees in the slack season

d. "About how much did this house–hold earn from this business, craft or profession during the last year, after deducting the cost of running the business?"
Amount ____________
(for 12 month period)

a. "What kind of business, craft or profession was this?"
(Specify) ____________

b. "Who worked in this?"
(Specify name and person number)

____________ ______

____________ ______

____________ ______

c. "About how many employees did the business, craft or pro–fession have during the past year--during the busy season, during the slack season?"

__ # employees in the busy season
__ # employees in the slack season

d. "About how much did this house–hold earn from this business, craft or profession during the last year, after deducting the cost of running the business?"
Amount ____________
(for 12 month period)

*If the family had more than 2 such exterprises, insert an extra page and ask Q. 23a.–23d for each additional business.

24) "Did (head or chief earner) work for an employer for wages or a salary in the past 12 months? For how many different employers did he work in the past 12 months?"

( ) No
Go to Q. 26

( ) Yes, One Employer
( ) Yes, Two or More Employers } Go to Q. 25.

25) "How much did he earn per month (week, day, hour, etc.)?"

"How long did he work for this principal employer (other employers) during the past year?"

Principal Employer:

1) Amount _____ per _________ pay period

2) Time worked for this employer _________

3) Earnings for year _________

*Other Employers:**

4) Amount ___ per _________ pay period

5) Total time worked for other employers _________

6) Earnings for year from all other employers _________

If Head of Chief Earner is a Single, Divorced, or Widowed Male or Female, Go to Q. 28 Otherwise Go to Q. 26

26) "Did wife (of head or chief earner) work for wages or a salary in the past 12 months? For how many different employers did she work in the past 12 months?"

( ) No
Go to Q. 28

( ) Yes, One Employer
( ) Yes, Two or More Employers } Go to Q. 27

27) "How much did she earn per month (week, day, hour, etc.)?"

"How long did she work for this principal employer (other employers) during the past year?"

Principal Employer:

1) Amount _____ per _________ pay period

2) Time worked for this employer _________

3) Earnings for year _________

*Other Employers:**

4) Amount ___ per _________ pay period

5) Total time worked for other employers _________

6) Earnings for year from all other employers _________

***INTERVIEWER**: **If more than two employers, determine average or typical pay per period.**

28) "Have you or your wife received any food, housing, or other benefits from an employer during the past year which is not already included here (Q. 25 – Q. 27)?"

( ) No, neither
Go To Q. 29

( ) Yes, Head

( ) Yes, Wife

( ) Yes, Both

a. "About how much would that be worth for the year? I mean how much would it cost if you had to pay for it?"

1) Received by Husband: Amount ______________________
(for 12 months period)

2) Received by Wife: Amount ______________________
(for 12 months period)

29) "Apart from (you and your wife) is there anyone else living in this household who in the last year worked and earned money or other benefits which we have not included yet?"

( ) No

Go to Q. 30

( ) Yes

a. "Who was this?" Specify PERSON NAME and			
Household ROSTER NUMBER in Columns at Right			
b. "Over the past 12 months how much did he/she receive for this work?"			
c. "How much of this income and other benefits was contributed to the household during the past year?"			

30) "In addition, did anyone in the household receive any of the following during the last year *which you have not yet included?*" **(If Yes)** "How much was it?"

> **INTERVIEWER: Read the following list and record the answer for each item.**

	NO	YES	AMOUNT PER YEAR	
a. Money contributed by children living away from home	( )	( )	Received by Household:	______
b. Money contributed by other relatives or neighbors or friends who are not members of the household	( )	( )	Received by Household:	______
c. A bonus, cost of living allowance or other extra pay	( )	( )	Received by Head or Chief Earner:	______
	( )	( )	Received by Wife:	______
	( )	( )	Received by Others:	______
d. Income from interest, rent, business, or other property	( )	( )	Received by Household:	______
e. Anything else **(Specify)** ______	( )	( )	Received by Household:	______

For Office Use:

Total household income* ______

*Total income is the sum of 20a, 21a (total amount), 22a (total amount), 23d (include for all businesses, crafts or professions in household), 25 (3) plus 25 (6), 27 (3) plus 27 (6), 28a (1) and 28a (2), 29c (from all columns), 30c–30e (sum of these lines). If transfer income is to be included, add 30a and 30b also.

31) "Thinking about all the income your household has earned during the past year, would you say that it has been adequate for your household needs, not quite enough, or far too little?"

( ) Adequate ( ) Not quite enough ( ) Far too little

( ) Cannot say

32) a. "In case the household needed additional income, would there be any additional work available here for members of your family?"

( ) Yes

b. "What kind of work would this be?"

____
(occupation)

( ) No ( ) Uncertain

33) a. "If there should be a need for additional income in your family, would any members of your household have time to do additional work for pay?"

( ) Yes --Go to Q. 34
( ) No
( ) Uncertain
} End of Section

b. "If suitable work for pay *were* available around here and the family needed additional income, would any members of your house–hold have time to do additional work for pay?"

( ) Yes--Go to Q. 34
( ) No
( ) Uncertain
} End of Section

34) "Which members of your household would have time to do additional work for pay?" **Enter below in Q. 35.**

35) "If the work paid about ______ per day (insert typical local pay rate for unskilled labor), how many hours a week might he/she be interested in working?"

Name	Person # (From Roster)	Hours Per Week

Question Notes: Household Characteristics, Assets and Income

Group Affiliation--Q. 1 - Q. 2: The "group affiliation" of a household is an important background datum which often has a strong relationship to many economic variables. Group affiliation should be obtained for the household as an entity and not for each individual, since in most situations members of a household will have a similar identity. Group affiliation may be defined in a number of ways, including color, race, religion, tribal or caste affiliation, and language. The "group affiliations" which are important and should be identified vary from country to country and should be specified locally. Q. 1 and Q. 2 are illustrative only. Sometimes affiliation and language can be ascertained through observation, and in this case the interviewer need not request this information of the respondent. It should be stressed, however, that if the interviewer is not absolutely certain, the question should be asked.

In some situations where each person is well aware of the group to which his household belongs, little difficulty will be experienced in obtaining this information. In other situations, particularly where inter-marriage has mixed two or more ethnic groups, the limits of the groups may be less clear. In that case the question about group association may not be needed. Another possible problem with no evident solution is the likelihood that some deliberate falsifications will occur with regard to questions so closely identified with social status. 1/

Housing Characteristics--Q. 3 - Q. 13: The data gathered in these questions can be combined to construct an index of housing quality, useful as an indicator of the level of living. The relation between housing quality and such other household characteristics as income, family size, urbanization and migratory status is of interest per se to economists and policy makers.

Considerable information about the respondent's residence can be obtained by the interviewer by observation. For example, he can record the type of dwelling unit and the kinds of building materials used (Q.3 - Q.6). In each case a pre-coded check list should be provided for the range of materials relevant for that particular country so that the interviewer has only to check the appropriate choice. The listed items should include a range from the poorest to the best materials with a limit of 4 or 5 choices. In a region with a particular climate and geography a most desirable building material for a home, for example, might be cement. The least desirable might be clay or cardboard, with brick, stone, certain kinds of wood or bamboo falling between the two. Also, combinations of more and less desirable materials (brick and clay) may be prevalent and may be placed between the extremes of "most desirable" and "least desirable." In cases where there are

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1/ For a more complete discussion of these problems see: United Nations, Handbook of Population Census Methods, Vol. III, Studies in Methods, Series F, No. 5, Rev. 1, New York, 1959, p. 49. United Nations, Handbook of Household Surveys, Studies in Methods, Series F, No. 10, New York, 1964, p. 26.

many possible combinations it may be desirable to have a code category entitled simply "A Combination of Materials." Such a category should be placed somewhere in the lower third of the scale. In each case, one choice should be "Other," with the interviewer noting the relevant material which can be fitted into the scale later.

Additional questions (Q. 7 - Q. 9 and Q. 11 - Q. 13) on ownership status, size of dwelling unit, type of cooking fuel used, sources of water supply, and availability of sanitary facilities and electricity, all provide measures of economic status, and some are indicative of contact with the modern world. Note that in Q. 7 the code category "Home Furnished Free" specifies "by Employer or Government." In cases where the household is living in a house owned by parents or other relatives who do not live there this should be recorded "Other" and the circumstances noted on the line after the SPECIFY directions. If a household resides free in a squatter settlement, the interviewer should note this on the line for "other."

Specification of number of rooms in Q. 8 may be problematic when partial or semi-permanent portions rather than whole walls divide the interior of a home. Since the purpose of this question is to obtain an indication of the size of the house, the interviewer might be advised to count such divisions as rooms in cases where the home is large by standards of the country and as a single room where it is small by the country's standards.

Like Q. 4 - Q. 6 above, Q.9 requires that a precoded check list be provided for the range of cooking fuels relevant for the particular country. Examples of the most desirable fuels might be gas or electricity, whereas least desirable might be cow dung. Again the relevant materials will vary according to the country and culture.

Q. 11 - Q. 12 obtain information on water supply and plumbing available to the household. They are intended primarily to be used in the construction of an index of housing quality and will not, as such, provide adequate qualitative or quantitative data on the relation of housing to health. For an analysis of this relation additional, more detailed questions would be necessary. Again, modifications of the listed responses to these questions may be made according to local conditions.

<u>Meals Per Day--Q. 10</u>: Though not an indicator of housing characteristics per se, Q. 10 is inserted here because it relates well to questions preceding and following it and should thereby minimize any feelings of discomfort a respondent might have about a potentially sensitive area. Number of meals is often a good indicator of degree of poverty, with those households experiencing extreme poverty consuming fewer meals per day than the number that is the norm for the country. The measure provides only a rough indication of poverty since it is limited to number of meals and excludes quality or quantity of food consumed at those meals. Still, in many societies the information provided is a useful supplement to other indicators of the level of living.

Ownership of Modern Durables--Q. 13: This variable provides both a measure of economic status and of the household's modernity. Various studies in LDC have found that ownership of modern durables is related to other modern behavior. An additional advantage is that these questions can be asked easily and effectively of any designated respondent. The list of items must be designed individually for each country. Since the objective is to meaningfully rank households by economic status, the list should include items owned by a sizeable proportion of the population as well as items highly desired but owned by only a small, affluent minority.

The types of items suitable for inclusion will vary greatly between countries. In a poor agrarian society, possession of such a simple item as a modern bedstead or table may distinguish the poorest from the better-off families. In other countries television sets may be quite common while such sophisticated articles as a motorcycle or a refrigerator identify the more affluent families. Four items which should be relevant for most countries are a watch or clock, a bicycle, a radio, and a sewing machine. In countries where electricity is only selectively available, questions about electrical equipment should be reserved for electrified dwelling units. The suggested question format obtains the number of different items owned and includes a filter for the availability of electricity. In areas where electricity is the rare exception, the list would not include electrical equipment and the filter could be omitted.

When a household has a small enterprise such as a restaurant or store attached to their home a durable good may be used for income earning activity. A refrigerator in a home from which cold soda pop is sold, a sewing machine used to make garments for sale, or a television used to attract diners to a restaurant are all examples of durables which might appropriately be said to represent a business investment rather than a consumer durable. Q. 13a has been included to enable researchers to distinguish between these two sorts of assets and to prevent such items from being double counted both here and in Q. 18 which asks about tools, equipment, and vehicles used in business. In building an index of economic status from asset data less weight might be given to items shared with the business than those used exclusively by the family in consumption.

Farm Assets--Q. 14: One of the most important assets in LDC is land. Questions about land holdings should not be restricted to rural dwellers but should be asked of everyone since many urban dwellers in LDC maintain land holdings in rural areas. We want here all land owned, whether or not the family is farming it at the time. Land farmed, say on a tenancy or share cropping basis, but owned by others should be excluded. Information about whether the land is irrigated (Q. 14b) should provide a quality gradient for land holdings in some countries. In some other countries a different distinction may be more appropriate and should be substituted, such as valley vs. hillside or mountain land, ranch land vs. land used for crop cultivation, or land suitable for the cultivation of rice or certain commercial crops vs. land usable only for less valuable crops. In still other countries, land may be of fairly homogeneous quality, so that Q. 14b need not be asked. The importance of information on land ownership extends beyond land as a component

of total assets. For example, land distribution and income distribution are intimately related in LDC.

Other Real Estate--Q. 15: Aside from agricultural land, people may own a structure which they rent for business or residential purposes (including a rooming house), or they may own non-agricultural land.

Business Assets--Q. 16 and Q. 17: Only cursory information about business assets can be obtained in a short asset module. Two questions have been selected as being symptomatic of more substantive business operations; one asking about a separate place of business, the other asking about ownership of power equipment. The first question is designed to separate peddlers and home-based artisans or service workers from more substantial businesses. Careful probing may be necessary. For example, the family may run a restaurant in the front part of the structure and reside in rooms located at the back of the restaurant. They may eat their meals in the restaurant while working, but still use these rooms almost exclusively for business. They should be coded as having a separate place of business. A specific location, such as a spot on a street which a vendor customarily occupies, is not to be regarded as a "separate place of business," i.e., by "place of business" we mean a structure of some kind. Similarly, a woman who weaves baskets while sitting in the living room is not to be considered as having a separate place of business. A good rule to follow as regards business enterprises which are attached to the building in which the respondent lives might be that if most of the space in the house is for the business then the answer to Q. 16 should be "Yes." If these is little space in the house being used primarily for business, then it is not a separate place of business; and the answer to Q. 16 should be "No." Note, that in order to avoid double counting, items mentioned in Q. 15 should not be included in the answer to Q. 16.

Ideally, a measure of business assets should include data on the ownership and value of all business equipment, but this is feasible here. A question on ownership of power equipment has been selected as indicative of the adoption of modern techniques and the more extensive use of capital. It is assumed that in situations where power machinery is rented or borrowed, the use of capital will be less extensive than in the ownership situations and the business will be smaller and less valuable. In brief, equipment belonging to someone else should be disregarded here.

Farm Assets--Q. 18: In a larger survey information should be obtained on holdings of all farm equipment including both number, type, and ownership of various farm structures and large farm animals. Since such questions are beyond the scope of the questionnaire only one question is recommended, asking whether or not the household owns a piece of power equipment. This question is designed to get some measure of the order of magnitude of capital use, and the adoption of modern productive techniques. The examples in Q. 18 should be adapted to the country in question.

Financial Assets--Q. 19: Households can own financial assets in many forms: they might have an insurance policy or bank account of some type; some government bonds; some jewelry; or a hoard of cash. It is usually futile to ask

any questions about holdings of gold or cash--assets about which people are highly reluctant to give information. Two items--bank accounts and insurance policies--have been chosen for inclusion here as representative of more common financial asset holdings in many LDC. For some LDC alternative choices may be more suitable.

It is worth repeating that the recommended strategy here is to inquire about certain key types of assets which are symptomatic of very high, high, moderately high, medium, etc., economic status. Just as a price index can be based on a small list of representative goods, so an asset index can be constructed by obtaining information on selected representative assets. By adding the number of assets owned (and perhaps giving more weight to larger than to smaller items), a rough asset scale can be devised which would be indicative of the economic position of the household. Or else, more sophisticated scaling techniques might be employed.

Income Data: There are several general problems in obtaining income data in LDC. The needed income measure is the annual flow of household income. Income for shorter periods has large seasonal variations for many people in LDC. Yet annual income may be difficult to recall, especially when households have several income sources. Where the household runs a business or farm, the respondent may not know how much income the household derives from the enterprise since accounting practices in LDC tend to be rudimentary. Even where a businessman is sophisticated enough to know his net income, he may be reluctant to disclose that information for fear of tax repercussions. Another problem in LDC is that a considerable portion of income may consist of home-produced food, which the family may not regard as income and which is not easy to value. Wage earners in LDC sometimes receive considerable income in kind (food, free housing) which they may forget to report as income. A short module of income questions cannot solve all the problems of obtaining accurate income data. The suggested questions are designed to facilitate understanding and recall.

By the time the interviewer reaches the income section he/she will have a complete and detailed sequence of employment information for every household member for the last 12 months. Every form of employment may be expected to generate some income. This includes informal activities such as hunting and fishing (Q. 21). It is very easy for a respondent to forget some sources of income. Therefore, it is important for the interviewer to check the Employment section and make sure that the income corresponding to every form of economic activity mentioned there is shown somewhere in the income section.

Farm and Business Income--Q. 20 - Q. 23: One difficulty in obtaining farm and business income is that both farmers and businessmen often find it difficult to distinguish between gross and net income. This question sequence does not solve this problem. That would require many detailed questions about all receipts and expenses. What the question sequence does accomplish is to separate the farmers and businessmen from the wage and salary workers so that the farmer and businessman are explicitly told what is wanted in the answer--namely, earnings after the ordinary costs of the

enterprise have been deducted. Examples of ordinary costs which should be deducted from receipts are expenses for materials, hired labor, fuel, water, fertilizer, seed, small tools, animal feed, etc. Extraordinary costs like buying a bullock or a machine should not be deducted from receipts. In cases of small scale family businesses where few records are kept, the respondent may not be able to estimate total yearly income. If after prompting the respondent to estimate the amount based on what he knows of sales and costs, he still is unable to provide a figure, then the interviewer should ask how much money is available monthly for household expenditures from the business or craft and multiply that figure by 12 (admittedly a poor substitute for an income figure).

It is also important that the interviewer make sure that the respondent clearly understands the relevant period for which income data is being asked. For both farmers and businessmen, annual data would be the best measure of income since it avoids the problem of seasonality. Usually in this questionnaire "past year" means the past 12 months. However, in the case of a farm the year (for purposes of estimating income) may end with the harvest. Similarly, in the case of a seasonal business, the owner may reckon the year in some special way. In such cases the interviewer would be well advised to accept income information for the last completed business or farm year, as defined by the respondent.

Farmers usually raise a good share of their own food which they do not consider as income unless specifically asked about it. Question 21 is to be asked of those who said they farmed or raised animals to make sure that the value of home produced food as well as that obtained by hunting and/or fishing is included in income.

In Q. 21 the expression <u>in addition to the income just reported</u> is important. Double counting should be avoided. The interviewer must probe to ascertain whether this income was included in Q. 20. It should be noted in training that "just reported" refers to reports in this income section and <u>not</u> to reports in the Employment sub-module.

In rural areas and small towns families who do not farm often have a small plot on which they raise food, and this could be a significant source of income. Q. 22 should be asked wherever it is possible the family might raise food or animals or engage in limited amounts of hunting and fishing as a source of food even though their principal occupation is not farming. Undoubtedly there will be urban areas where this question will be inappropriate and should be omitted. Again, "not already mentioned" means not already mentioned in this Income sub-module. Income earning activities mentioned here may have been reported earlier in the Employment sub-module.

In both Q. 21 and Q. 22 the respondent is asked to estimate the cost of the food obtained in the last twelve months if he were to buy it on the market. This approach can only obtain some rough approximation to value of income in kind since there is a large margin of error in estimates of quantity and value of food obtained in this manner. A box has been included, however,

to facilitate the process of recall and to insure that the estimates given are as accurate as possible. In each case the respondent is to name the type of food and the quantity obtained (e.g., three 100-pound bags of corn) over the past 12 months. He/she is then to give the money value of that quantity (or it can be obtained from a trader or other knowledgeable person in the village). The bottom line will show the sum of all the values given and will be calculated by the interviewer at the time of the interview.

Business Income--Q. 23: This question is designed to find out whether anyone in the household has income from a business, and to obtain the relevant income data. Further those who have a business or craft are asked what type of business it is as well as the number of employees during the most and least busy periods. These data along with that obtained in Q. 16 and Q. 17 can be used to construct a size of business index. In cases where the household has more than one business, craft, or profession, information on each enterprise should be gathered. For this reason Q. 23a - Q. 23d have been included twice. In cases where household members participated in more than two businesses, crafts, or professions extra pages should be inserted and Q. 23a. - Q. 23d repeated for each business.

Head's Wage and Salary Income--Q. 24 and Q. 25: These questions refer to wage and salary income earned by the head (or by the chief earner, if he is the respondent). The interviewer should check the employment section to see whether the head worked for an employer in the past year; if he did there must be some income from this work. The interviewer should record the amount earned per pay period, time worked for this employer, and then estimate annual earnings with the help of the respondent. The principal employer is the one for whom the respondent worked longest during the past year. Note that for persons with more than one wage or salary job, there is room on the questionnaire for estimating total earnings from 2nd, 3rd and additional jobs. These are lumped together for simplicity's sake. People who have several jobs during the year usually have similar pay rates in all of them (if not, the interviewer may record a rough average). The respondent who has a lot of casual employment may find it easier to estimate total time worked than to recall the dates of each job. "Time worked" may be stated in months, weeks, or the respondent may say "from May to August" or "during harvest time." Any such reports on time worked should be sufficient to enable the interviewer to make a rough estimate of earnings in the past year.

Wife's Income--Q. 26 and Q. 27: See write-up for Q. 24 and Q. 25 above. In many countries wife's wage and salary income is important as a component of family income. It may also have a bearing on fertility decisions and the labor utilization pattern in the household. In cases where a wife is not present in the household or in countries or cultures where women do not work for wages and salaries these questions should be omitted.

Income in Kind--Q. 28: Wage and salary earners in LDC often receive for their work free housing or meals, agricultural products (where they are farm laborers), or other goods. The value of such income in kind obtained by husband and wife should be estimated, unless it was included in Q. 25 and Q. 27.

Income of Other Household Members--Q. 29a - Q. 29c: Here we are interested in income contributed by family members other than the principal respondent and his/her spouse (if any) not included above in answers to the questions about farm and business income. Such contributions are important in determining total household income. By considering only income of other household members which is contributed to household income, the wage of grown children, servants and others who live in the compound but retain their earnings for personal use will be excluded. This will insure greater accuracy of an index of total household income since it will include only income available for spending by the household.

The column format used here is much the same as in the previous submodules, and thus, should provide little problem for the interviewer. Each member of the household (other than head or wife of head) who obtained income which has not yet been recorded should be listed, and Q. 29a - Q. 29c should be asked about each of these individuals separately. Again, the interviewer should check the employment sub-module to make sure that all work done by family members is taken into account. Note, that the period includes all of the past 12 months. Thus, the interviewer should find out what the individual did during different parts of the year (e.g., some may have been employed regularly throughout while others may have performed some income producing activity once or occasionally during the year such as at harvest seasons). The amount of money and other benefits earned for each such activity over the last year should be included in the answer to Q. 29b. Q. 29c provides some idea of how much of this income was actually available to the household.

Miscellaneous Other Sources of Income --Q. 30: Question 30 lists miscellaneous sources of income to avoid omissions. If some of these items were included earlier do not include them again. That is, the phrase "which you have not yet included" is important and should be emphasized. The items listed in Q. 30 must be chosen to be germane to the particular country. Note, that whereas all other items in Q. 30 are collected for the household as a whole, in Q. 30c income information is collected separately for the head or chief earner, wife of head, and others. This is needed to provide estimates of husband's and wife's income separately, which are of considerable interest.

A Note on Summation and Coding of the Income Data: For analytical purposes total family income is of interest. This means adding up the separate income components and coding this sum. If this were done in the field, the interviewer could check the total with the respondent to see whether he feels it is about right. Usually the interviewer will find this procedure cumbersome, and the addition might be done later in the office.

Please note that items 30a and b are transfers and are the only items which should not be included in earned family income. They are however of interest in themselves and should be coded separately. The usefulness of income information for economic analysis is reduced when only total household income is coded. We strongly urge that the following major components of household income be coded separately: head's wage and salary income (Q. 24, Q. 25, Q. 28 and Q. 31a), wife's wage and salary income (Q. 26, Q. 27, Q. 28

and Q. 31b), self-employment income (Q. 20 - Q. 23), transfer income (Q. 30a and Q. 30c). The remaining items are included in the total but may not be accurate enough to warrant separate coding.

We discussed earlier the importance of obtaining a complete list of all household members so that income per capita can be computed. Ideally some procedure should be followed to identify those persons living in the household who do, in fact, pool their income and share a common budget. One possibility is to ask which household members if any do not pool their income with the others, with anyone who pools less than 50 percent of their income not being considered a sharing member.

Adequacy of Income--Q. 31: This question is interesting of itself, but its main function is that of providing a transition between the income questions which precede it and the employment questions which follow.

Additional Work Opportunities--Q. 32 - Q. 34: This sequence is intended to help identify households in which labor is underutilized. To that extent, these questions supplement earlier questions in Section B (Employment) which estimate the amount of time household members spent working in the past year. Short hours are one indication of underutilization, but one needs to clarify a further question. Namely, were working hours short because people preferred it that way, or because insufficient work was available, or because the household did not feel sufficiently hard-pressed financially to accept low paying work or labor force participation by women and children. While the questionnaire *in toto* contains several questions designed to identify under-employment, the fact remains that the problem of underutilization is so complex that no brief question sequence can clarify it completely.

Question 32 inquires about the availability of additional work in the area. The respondent will have to judge what kind of work is "suit-able" for members of his/her family. This varies of course by socioeconomic status. Questions 33 and 34 then attempt to determine which members of the family, if any, are perceived as having spare time that could be used for additional market work, if such work were available and the family needed additional income. Family members who might be able to work more should be clearly identified by name and person number so that the information in this section can be matched with the employment information collected in Section B.

It must be recognized that the amount of additional work people might be willing to do depends on the pay rate they would receive. Q. 35 therefore specifies a pay rate and then asks about available time per week at this pay rate. We suggest that the pay rate specified be one which is relevant to families at the lower end of the income distribution, since the relationship between poverty and underutilization of labor is of particular interest to economists and policy makers. The prevailing pay rate for *unskilled* labor would therefore be most appropriate.

Appendix I

Adult Employment: Longer Form

Select all individuals 15 years or older from the household roster. Indicate person number (Roster - - top row) **and name** (Roster - - row 1)

Person Number (from Roster)		
Name		
1) "When he/she was about 10–15 years old, what kind of work did his/her father do most of the time?" **Enter main occupation**		
2) "In his/her whole life how many years has he/she worked regularly - - that is during the major part of the year?" (0) Never (1) Worked regularly - - **Specify # Years**	______ Never ______ #years	______ Never ______ #years
a. "When was the last time he/she worked regularly - - that is during the major part of the year?"	______ this past year ______ years ago	______ this past year ______ years ago
3) "What did he/she do most of the time during the *past* 12 months? Was he/she . . . (1) Doing work that contributed to household income, either money or other benefits - - **Skip to Q. 9** (2) Looking for work, but unable to find work; unemployed (3) In school **(If young person)** (4) Doing housework and/or taking care of children **(If woman or child)** (5) Retired, chronically ill (6) Doing something else" **(Specify)** **Enter one answer only**		

Person Number (from Roster)		
Name		
4) "Besides *(activity mentioned above)* some people also work. At any time during the past 12 months, did he/she work for pay or other benefits?" (1) Yes - - **Skip to Q. 9** (0) No		
a. "Did he/she work as a family helper at any time during the past year, for example, helping the family on a farm, with a business, or making things for sale?" (0) No - - **Go to Q. 5** (1) Yes - - **Skip to Q. 9**		
Q. 5 – Q. 8 Apply only to those people who have not worked: 5) "Would he/she have liked to have worked if the right kind of work had been avail–able?" (1) Yes (2) Maybe; Uncertain (0) No - - **Skip to Q. 8**		
a. "What were the main reasons he/she did not work?" (1) Inability to find suitable work; unemployment (2) Age (too young; too old) (3) Husband/father disapprove; social customs (4) Poor health; disability (5) Busy with housework (6) Busy with children; no suit–able childcare available (7) In school (8) Other **(Specify)** **Enter as many as applicable**		

Person Number (from Roster)		
Name		
b. "In the past year did he/she take any steps to find work?" (1) Yes (0) No - - **Go to Q. 6**		
c. "What steps did he/she take? Any other steps?" (1) Talking to friends and/or relatives (2) Answering advertisements (3) Going to the employment agency or exchange (4) Contacting employers (5) Contacting labor unions (6) Other **(Specify)** **Enter as many as applicable**		
d. "What kind of work was he/she looking for?" **Enter occupation**		
6) "What is the minimum pay he/she would be willing to work for?"	______ per amount ______ pay period	______ per amount ______ pay period
7) "Do you think he/she might move away from this place, if he/she could find suitable work elsewhere?" (0) No (1) Yes (2) Maybe; Uncertain (3) Depends **(Specify)** **Go on to next section or to next person**		
8) "What were the main reasons for not wanting to work?" (1) Age (too young; too old) (2) Poor health; disability (3) Husband/father disapproves; social customs (4) In school (5) Busy with housework (6) Busy with children; no suitable childcare available (7) Other **(Specify)** **Enter as many as applicable** **Go to next section or to next person**		

Person Number (from Roster)		
Name		
Q.9 – Q. 19 Apply only to people who have worked in past year 9) "Thinking of all the work he/she did last year, was it done mostly at home or mostly away from home ?" (1) Mostly at home; adjacent to home - - **Go to Q. 10** (2) Mostly away from home (3) Both; uncertain which predominated		
a. "How long does it take him/her to get from home to the job ?" **Circle hours or minutes**	______ # hours or minutes	______ # hours or minutes
b. "What kind of transportation does he/she use ?" **Specify**		
10) "Thinking again, of all the work he/she did in the last year, was this work done . . . (1) On own farm or business - - **Ask Q. 11, then skip to Q. 14** (2) For employer only - - **Ask Q. 12** (3) Or both?" - - **Ask Q. 10a, then Q. 11 and Q. 12, etc.**		
a. "Which was the principal or more important job - - working on own farm or business or working for an employer?" (1) Own farm or business (2) Employer (3) Time split about equally (4) Undecided		

Person Number (from Roster)		
Name		
Ask of persons who worked on own farm or business 11) "When he/she was working on own farm or business, what kind of work did he/she do?" **Record main occupation**		
a. "What duties did he/she carry out in this occupation? Anything else?" **Record duties**		
b. "What industry was that in?" **Record industry**		
c. "Did he/she do any other kind of work for self or the family?" (0) No (1) Yes		
d. "What kinds of other work?" **Specify**		
If works for others also, Go to Q. 12; **If not, Go to Q. 14**		
Ask of persons who worked for employer 12) "When he/she was employed for others during the last year what kind of work was he/she doing most of the time?" **Record main occupation**		
a. "What duties did he/she carry out in this occupation? Anything else?" **Record duties**		

Person Number (from Roster)		
Name		
b. "What industry was that in?" **Record industry**		
c. "What was the largest number of people employed by this employer (firm, boss) during the past year?" (1) Under 5 (2) 5–19 (3) 20–49 (4) 50–99 (5) 100 or over (6) Uncertain		
*d. "How much money was he/she paid when he/she was doing this kind of work?"	______ per amount ______ pay period	______ per amount ______ pay period
*e. "Did (does) he/she receive any other benefits such as meals, agricultural products, housing, or the like on this job?" (0) No (1) Yes		
"Considering all benefits other than money he/she received during the year, how much would this have cost if it had been purchased?" **Specify money amount**	______ per amount ______ pay period	______ per amount ______ pay period
f. "Is he/she still working for this employer?" (0) No - - **Go to Q. 13** (1) Yes		
g. "How long has he/she worked for this employer?" **Record years or months** **(If 12 months or more, skip to Q. 14; If less than a year Go to Q. 13)**	______ years or months	______ years or months

* Delete if Q.'s 24 to 29 in income module (pp. 75–76) are asked.

Person Number (from Roster)		
Name		
13) "Did he/she change from one employer (firm, boss, organization) to another at any time during the past 12 months?" (0) No (1) Yes		
a. "Why did he/she change employers?" (1) Found better or preferable job and therefore changed (2) Was laid off; job ended; job temporary (3) Other **(Specify)**		
b. "How many times did he/she change employers in the past 12 months?"	______ # of changes	______ # of changes
14) "In addition to their principal job some people have an extra or second job. Did he/she have an extra or second job with an employer at any time during the past 12 months?" (0) No (1) Yes		
a. "Did (does) he/she have an extra job . . . (1) All year (2) Most of the year (3) Only for a short time"		
15) "Considering all his/her jobs did he/she work every week during the past 12 months (aside from paid vacations), or were there some weeks when he/she did not work at all?" (1) Worked every week - - **Skip to Q. 17** (2) Did not work every week - - **Go to Q. 16**		

Person Number (from Roster)		
Name		
16) "How many weeks during the last 12 months was he/she not working at all, neither part–time nor full–time, and how many weeks was he/she doing at least some work? " **Specify number of weeks not working at all** **If four weeks or more entered here, Go to Q. 16a; otherwise Go to Q. 17**	___# weeks	___# weeks
a. "What were the reasons why he/she did not work during these weeks? " (1) Illness (2) Vacation; festivals, holidays (3) In school (4) Seasonal lull in work (5) No work available; unemploy–ment - - no mention of seasonal factors (6) Looking for job; between jobs (7) Busy with housework; children (8) Other **(Specify)** **Enter as many as applicable**		
17) "How many hours did he/she work last week, counting all jobs? " **Specify number**	__# hours	__# hours
a. "In weeks when he/she was working during the last 12 months did he/she usually work *(CITE HOURS MENTIONED ABOVE)* hours, or what was his/her *usual* working time? "	__# hours/week _can't say; _large variations	__# hours/week _can't say; _large variations
18) "For him/her which months usually are the *most busy* during the year? " **Specify names of months and Go to Q. 18a. If no busy period, enter not applicable (NA) and Go to Q. 19**	________ ________ ________	________ ________ ________
a. "About how many hours per week does he/she work during this most busy period? "	__# hours	__# hours

Person Number (from Roster)		
Name		
19) "For him/her which months usually are the *least busy* during the year?" **Specify names of months and Go to Q. 19a. If no least busy period, enter not applicable (NA) and Go to next person or next section**	______ ______ ______	______ ______ ______
a. "About how many hours per week does he/she work during this least busy period?"	___ # hours	___ # hours

APPENDIX II

Fertility and Child Mortality: Longer Form

The long form should be used only if the woman herself is available to be interviewed. Ask of women 15 years or older.* Use additional questionnaire forms if there is more than one woman over 15 in the household.

Person No. ____________________

Name ____________________

1) "Do you have any children of your own who live in this household?"

( ) Yes ( ) No -- **Go to Q. 2**

a. "How many sons and how many daughters?"

________ # sons ________ # daughters

2) "Do you have any children of your own who live someplace other than in this household?"

( ) Yes ( ) No -- **Go to Q. 3**

a. "How many sons and how many daughters?"

________ # sons ________ # daughters

3) "Have you ever given birth to a child who was born alive but later died?"

( ) Yes ( ) No -- **Go to Q. 4**

a. "How many sons and how many daughters who were born alive died?"

________ # sons died ________ # daughters died

4) "Just to make sure I have this right, you have had ____ live births in all. Is that correct?" (sum)

(If Yes) Enter Response
(If No) Correct Responses } **Then Go to Q. 5**

(If Zero Births reported) Enter A "0" and Go to Q. 9

*A higher or lower age limit may be appropriate in some countries.

Now I want to ask you some questions about each of your births:*

Child Number	5) "In what month and year did your (first, 2nd, 3rd, etc) birth occur?"	6) "Was it a boy or a girl?"	7) "Is this child still living?" **(If Yes)** "What is his/her name?"	8) **If Dead** "For how long did the child live?"
1	Month ______ Year ______ Yrs. ago ______	( ) Boy ( ) Girl	( ) Yes Name ______ ( ) No	Years ______ Months ______
2	Month ______ Year ______ Yrs. ago ______	( ) Boy ( ) Girl	( ) Yes Name ______ ( ) No	Years ______ Months ______
3	Month ______ Year ______ Yrs. ago ______	( ) Boy ( ) Girl	( ) Yes Name ______ ( ) No	Years ______ Months ______
4	Month ______ Year ______ Yrs. ago ______	( ) Boy ( ) Girl	( ) Yes Name ______ ( ) No	Years ______ Months ______
5	Month ______ Year ______ Yrs. ago ______	( ) Boy ( ) Girl	( ) Yes Name ______ ( ) No	Years ______ Months ______
6	Month ______ Year ______ Yrs. ago ______	( ) Boy ( ) Girl	( ) Yes Name ______ ( ) No	Years ______ Months ______
7	Month ______ Year ______ Yrs. ago ______	( ) Boy ( ) Girl	( ) Yes Name ______ ( ) No	Years ______ Months ______
8	Month ______ Year ______ Yrs. ago ______	( ) Boy ( ) Girl	( ) Yes Name ______ ( ) No	Years ______ Months ______

*If more than 8 children, add another page, being sure to indicate name and person no. of woman.

9) "Are you pregnant now?"

( ) Yes ( ) No - - Go to Q. 10 ( ) Uncertain - - Go to Q. 10

a. "Would you prefer to have a boy or a girl?"

( ) Boy ( ) Girl ( ) Either

10) "Some pregnancies of many women end in still births, miscarriage, or induced abortion. Have you had any pregnancies which ended in these ways?"

( ) Yes ( ) No - - **Skip to Q. 15**

	11) "In what month and year did your first, 2nd, 3rd, etc.) such pregnancy end?"	12) **(If uncertain)** Interviewer: determine between which live births the event occurred.	13) "How many months did that pregnancy last?"	14) **(If 7 or more)** "Did the baby cry or show any other sign of life after it was born?"
1	Month ____ Year ____ ( ) Uncertain		Months ____ **If 7 or more** ——→	( ) Yes ( ) No
2	Month ____ Year ____ ( ) Uncertain		Months ____ **If 7 or more** ——→	( ) Yes ( ) No
3	Month ____ Year ____ ( ) Uncertain		Months ____ **If 7 or more** ——→	( ) Yes ( ) No
4	Month ____ Year ____ ( ) Uncertain		Months ____ **If 7 or more** ——→	( ) Yes ( ) No
5	Month ____ Year ____ ( ) Uncertain		Months ____ **If 7 or more** ——→	( ) Yes ( ) No

Ask Only of Women in Childbearing Years (15–45 Years of Age)

15) "Do you expect to have any more children?"

( ) No -- **Skip to Q. 16** ( ) Yes ( ) Uncertain

a. "How many additional children do you think you are likely to have?"

____________ # of additional children expected

16) "For a couple in your economic circumstances what would be the best number of living children to have when child–bearing is completed?"

__________ # of desired living children

(If Says "Up To God," "Fate," Etc.)

a. "What would be the best number to hope for?"

____________ # of children ________ Don't know

17) "Do you know of any methods couples use to keep from having more children than they want?"

( ) No -- **Go to next person or section**

( ) Yes

a. "What methods are these? Any others?"

____

____

b. "Have you *ever* used any such method to keep from getting pregnant?"

( ) No -- **Go to next person or section**

( ) Yes

c. "Are you using any such methods *now* to keep from getting pregnant?"

( ) No ( ) Yes

d. "What methods are you using?"

____